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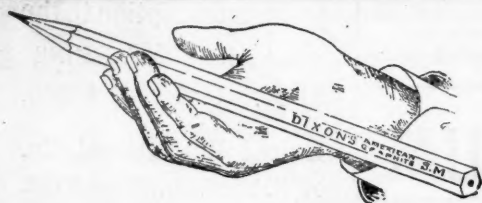
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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No. 23

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Legislation for Education.

The New York state library has recently issued its annual Year-book of Legislation for 1904. This book is of great practical value for those who desire to follow the course of legislation along various lines. The volume is made up of three bulletins, and contains a digest of the governors' messages, a summary and index of legislation, and a review of legislation written by a number of experts.

In his review of educational legislation, Andrew S. Draper, New York state commissioner of education, says that the lists show 126 different enactments. Many of these are merely local and incidental, without any particular significance to the general student of education. Some reveal the very limited means which legislation has at its disposal in some states to meet pressing educational needs, and some exceptional cases show a more serious lack of popular purpose or of legislative competency than of means with which to do what ought to be done. Nearly all, perhaps all, manifest a disposition to bring to their people the advantages of the educational system where it has reached its best development, and many show popular determination and legislative grasp which are breaking out the high-ways of educational progress.

One of the most gratifying and surprising results of a review of the extent of legislation in this field during 1904, is the decisive advance made by education in the South.

In examining the state systems it is found that Alabama enlarged the powers of municipal corporations to acquire property for school purposes. Kentucky provided for establishing graded schools in common school districts lying in different counties. Louisiana enacted important amendments to the general school law of the state, which enlarged the powers of the state board and of local boards, and seem to make a decided advance toward the perfection of a state system; among other things the act establishes a procedure for removing incompetent superintendents, fixes a minimum salary for local superintendents, and opens the way for advancing salaries, increases the number and efficiency of teachers' institutes, places all teachers on the examination and merit basis and confers very important and potential additional powers on the school board of the city of New Orleans.

In Massachusetts an act was passed empowering local school committees to use school money for exhibits, at national, state, or foreign expositions. New York extended to school districts of more than 5,000 inhabitants and organized under special statutes certain rights of her union free school districts. Virginia passed three important acts promising much for a uniform system of public free schools throughout the state.

In regard to officers, districts, terms, etc.; the review points out that there is a healthful tendency in Alabama toward longer school terms. This will be brought to pass by changing the time of the annual meeting of the township trustees in each county from the last Monday in October to the first Monday in September, and by providing that the teachers

shall be elected at that time. The legislature of the state has also provided for the abolition of the township lines for school purposes and redistricting the state and creating county and district boards of trustees and securing a much larger measure of local control under wholesome general directions.

Mississippi increased the salaries of county superintendents from \$150—\$600 to \$500—\$1,000. The supreme court of Montana has declared unconstitutional so much of an act establishing qualifications for county school commissioners as was in excess of the requirements fixed by the constitution. The Kentucky legislature struck out the limitation on salaries of secretaries of boards of education and authorized boards to fix the amount. Massachusetts provided that in any case where two or more towns were joined in a "superintendency union" and any part of the expense is borne by the state, the state board of education shall determine the qualifications of candidates for superintendent, and that no one shall be elected to such a position who is without the certificate of the state board. The legislature also requires that no member of a school committee shall be eligible to election as superintendent or teacher under the charge of the committee.

The legislation during 1904 of particular interest to teachers began in Massachusetts, by increasing the annual allowance by the state to county teachers' associations from \$25 to \$50; Alabama required that teachers be paid monthly instead of quarterly; and Mississippi enlarged the upper limit of pay for her first grade teachers from \$55 to \$65 per month. In the two latter states and Virginia there was legislation calculated to improve the systems for examining and certificating teachers. In addition to this Alabama established a free summer school for teachers at the state university, and made the governor and state superintendent trustees of the normal college at Livingston. One of the important transactions in Virginia was the creation of a commission to report on the advisability of establishing another normal school for women.

Iowa sought to improve her school attendance law by increasing the period of compulsory attendance from twelve to sixteen consecutive weeks. Kentucky took a step in advance by passing an act requiring that children between seven and fourteen years of age shall attend school for at least five months each year. In order to make the law effective, sever always were pointed out for forcing the observance of the law. Maryland decreed that the deaf children within her borders should attend a school for the deaf for at least eight months each year. Massachusetts lengthened the period of commitment of an habitual truant from two years to the time when he shall be sixteen years old; and; in addition; directed the state board of education to investigate and report on the advisability of increasing the age of compulsory school attendance so as to include children of the age of fourteen. New York provided for the compulsory attendance of the children on her seven Indian reservations. Kentucky required that schools must be in session six months

each year in order to share in the state funds. The former limit was five months.

At the November election in Missouri the people had an opportunity to vote an amendment to the constitution authorizing a tax for free text-books, but they failed to appreciate the privilege. Alabama has created a state text-book commission, providing for uniform books; and Kentucky and Mississippi have taken substantially the same step. Iowa included in her list of authorized text-books "books for the purpose of teaching vocal music."

Casting a glance over the general field, says Commissioner Draper, in conclusion, it may safely be said that the legislation of the year indicates not only a new measure of quickened and intelligent popular interest in education but also a determination to exercise the political power of the masses for educational upbuilding. This is relating education to the industries, and happily it is being done with a better recognition of the telling influence of the higher learning on the mechanical and agricultural vocations. There is clearly a universal movement in the country towards a comprehensive educational system which shall recognize every condition in life, every form of intellectual activity, every phase of labor, depending on skill; which shall assure every one his fair chance; and which shall perceive that the true greatness of the nation depends on public policies which make all that can be made, industrially, intellectually, and so morally, of every individual unit.



Education of the Masses in India.

V. R. Natu recently published an article in the *Indian Review*, on the education of the masses in India. The writer says that notwithstanding the attempts of the government to extend education in India, the ignorance throughout the land is too terrible to describe.

During the last century progress in education has been slow and uncertain. At the opening of the twentieth century only fifty-three persons out of a thousand were considered "literate." One of the causes of this appalling condition is the inability of the people to pay even the small fees charged in the elementary schools. The question of popular education in India cannot, continues the writer, be left here, with the knowledge of its defects and other causes, and given up as hopeless. All reforms and the prosperity of the nation depend entirely upon the education of the masses. No political rights can be secured if the bulk of the people are ignorant. A sharp sowcar deprives a ryot of his land, a police constable teases him, a revenue agent robs him, a railway official treats him like a beast, or a shrewd liquor contractor tempts him to petition for a new shop. How are these evils to be remedied if not by education? How can the moral standard of these men be raised without education, and how can co-operation—so much needed for the industrial development of the country—play its full part if not by education? Can the *swadeshi* movement be popular without extensive mass education? Can any one expect that the agricultural population of the country, steeped in ignorance, will be able to benefit itself by utilizing new labor-saving appliances? Give education to the masses in a practical way, and almost all social and political reforms would be secured. In the recently published Quinquennial Report on Education in India for 1897 to 1902, the condition of a primary education is thus summarized:

There was an almost complete arrest of progress in primary education during the quinquennium. In the period 1887-88 to 1891-92 the

number of boys in the primary stage of instruction increased by 27,500, and in the next five years by 36,000; in the period under review it remained practically stationary. Bombay lost 55,000 and Bengal 19,000 boys in the primary stage, and the United Provinces' gain of 74,000 was the only considerable increase. The period which we have reviewed was one of misfortune: two severe famines and a widespread epidemic of plague disorganized both the administration and the population. But it would be idle to attribute the phenomenon wholly to these exceptional calamities; other and deep-rooted causes lie below them. The work which has been accomplished by the educational department in the past, great and laborious though it has been, is easy compared with the task which lies before it. Hitherto it has dealt, in the main, with the comparatively accessible and well-to-do classes of the population, who were more or less accustomed to education, and in some parts of the country were possessed of numerous indigenous schools. Now it has to carry education improved in methods and standards to meet modern ideas and requirements to the scattered and distant hamlets, to the poor ryots, to the landless laborer, to the ignorant low castes, and to the wild jungle tribes. To create a desire for education among these people and to supply them with a form of instruction which they are capable of assimilating, is an enterprise needing the most careful sympathetic treatment, a trained and intelligent agency, and ample funds.

The apathy of the people of India for education as now conducted in the schools would be removed if the courses of study were made more practical. They feel that no tangible benefit is derived from simply knowing the three R's. Another cause for the neglect, as stated above, is the poverty of the people. Free schools must be established by the state, if the masses are to be educated. In 1884 the Educational Commission admitted that the problem was most difficult. "Four villages out of five are without schools; three boys out of four grow up without education, and only one girl in forty attends any kind of school." As regards the primary education, which alone would reach the masses, the government report says:

Primary education is the instruction of the masses thru the vernacular in such subjects as will best stimulate their intelligence and fit them for their positions in life. It was found in 1884 that the consideration of measures to this end had been too much neglected, and a considerable increase of expenditure on primary education was then contemplated. The Education Commission recommended in 1883 that "the elementary education of the masses, its provisions, extension, and improvement should be that part of the educational system to which the strenuous efforts of the state should be directed in a still larger measure than before."

The government of India fully accepts the proposition that the active extension of primary education is one of the most important duties of the state. They undertake this responsibility, not merely on general grounds, but because, as Lord Lawrence observed in 1868, "among all the sources of difficulty in our administration and of possible danger to the stability of our government, there are few so serious as the ignorance of the people." To the people themselves, moreover, the task of education is now a more serious disadvantage than it was in more primitive days. By the extension of railways the economic side of agriculture in India has been greatly developed, and the cultivator has been brought into contact with the commercial world, and has been involved in transactions in

which an illiterate man is at a great disadvantage. The material benefits attaching to education have at the same time increased with the development of schemes for introducing improved agricultural methods, for opening agricultural banks, for strengthening the legal position of the cultivator, and for generally improving the conditions of rural life. Such schemes depend largely for their success upon the influence of education permeating the masses and rendering them accessible to ideas other than those sanctioned by tradition.

How, then, do matters stand in respect of the extension among the masses of primary education? The population of British India is over 240,000,000. It is commonly reckoned that 15 per cent. of the population are of school-going age. According to this standard there are more than 18,000,000 boys who ought now to be at school, but of these only a little more than one-sixth are actually receiving primary education. If the statistics are arranged by provinces, it appears that out of one hundred boys of an age to go to school, the number attending primary schools of some kind ranges from between 8 and 9 in the Punjab and United provinces to 22 and 23 in Bombay and Bengal. In the census of 1901 it was found that only 1 in 10 of the male population and only 7 in 1,000 of the female population were literate. These figures exhibit the vast dimensions of the problem, and show how much remains to be done before the proportion of the population receiving elementary instruction can approach the standard recognized as indispensable in more advanced countries.



An Answer to Mr. Ginn.

Not long since THE SCHOOL JOURNAL published a circular letter from Mr. Edward Ginn, of Ginn & Co., which also appeared in the *Nation*. Below is given a reply to this letter received by the editor of the *Nation*:

A late open letter of Mr. Edwin Ginn to the editor of the *Nation* raises certain questions concerning the relations of publishers and teachers in the school-book business. The imputation of Mr. Ginn is of such a nature that I for one do not wish to let it pass unchallenged.

Some of Mr. Ginn's statements are expressions of facts all too familiar to school men. It is well known that publishers are desirous of manuscripts for publication, offering sometimes advance payments on contracts. The wish of nearly all publishers for competition in books of every grade and upon all subjects leads to the acceptance of manuscripts often inferior to books already published, in the hope that they may be patched up and made to sell by skilful agency work and generous treatment of school boards and teachers. It is true, as I believe, that publishers have sought to win the friendship of teachers and the adoption of one or more of their books by an almost wholesale presentation of their publications. To my knowledge, teachers receive many books for which they do not ask, books in which they are not interested, and which are mere lumber to them. It is not an unusual practice for publishers' agents to request the privilege of sending, not one, but many books to teachers. The same is true of the treatment of school boards, and no doubt some of the many books thus presented find their way to the second-hand dealers; but if there is abuse to the publishers from the sale of these, the publishers are primarily responsible, and they have a means of remedying the evil of which Mr. Ginn complains.

But a large number of school-books for sale by second-hand and pirate booksellers is not to be accounted for on Mr. Ginn's hypothesis. His forty years of close acquaintance with the school-book

business should have made him familiar with another favorite device of publishers and their agents. The wornout or partially used books of one house are accepted in exchange for the new books of its rival. Publishers openly announce exchange rates for this business, and it is well known that they make all sorts of special rates in order that they may get the other publishers' books out of a school and their own books in. (Profits are to be made from *future sales*.) Let no one think that the books received by the publishers in this exchange are destroyed; they go straight to the pirate dealer, where a new cover, with trimmed edges, and often a new title page, fit them to be turned out, as Mr. Ginn says, to the damage of their original publishers. In view of this well-known practice, it would appear that Mr. Ginn might find a very different explanation for the conditions which he describes.

May I add a word for the craft of authors of school-books, for whose welfare Mr. Ginn is solicitous? The practice of exchange rates and introduction prices by publishers is a favorite device for reducing authors' royalties, or, in some cases, of eliminating royalties altogether. This is a phase of the matter which many readers of the *Nation* could discuss with feeling.

Beyond question our publication of school-books has been attended by some of the abuses commonly termed graft; it has been attended also by much unfair and cutthroat competition; but to charge teachers with responsibility for present evils goes wide of the mark. Fair business methods by publishers will furnish better books at more profit to themselves, and these methods will yield a larger revenue to authors. In the long run, better methods can but advantage the schools. I feel that I speak for the teaching fraternity when I say that more straightforward and business-like dealings would be welcomed in the publication of school-books.

CHEESMAN A. HERRICK.

Central High School, Philadelphia.



Books That Young Folks Enjoy.

After all, the best judges of what boys and girls like to read are the young folks themselves. A few weeks ago some of the students of the Mankato (Minn.) state normal school asked Miss Robbins, principal of the grammar department, to aid them in the selection of some good books for the school library. Miss Robbins called one of the boys from the eighth grade and asked him to place a check after the books which he considered good and a double check after the ones he considered very good. After checking for a few moments, he asked if he might not put three checks after some of the books that were excellent,—books that all the boys liked.

The Boys' List.

The following had a single check: Barbour, R. H.—Behind the Line; Captain of the Crew; For the Honor of the School; The Half-back; Weatherby's Inning. Barnes, James—Hero of Erie; Midshipman Farragut. Barton, W. E.—Prairie Schooner. Brooks, Noah—Boy Emigrants; Boy Settlers; Fairport Nine. Cooper, J. F.—Leather Stocking Tales. Dix, P. M.—Soldier Rigdale. Drysdale, William—Fast Mail; Cadet Standish of the St. Louis; Young Reporter. Greene, Homer—Picketts Gap. Harris, J. C.—Nights with Uncle Remus. King, Charles—Cadet Days. Kipling, Rudyard—Captains Courageous. Major, Charles—Bears of Blue River. Marryatt, Frederick—Master-Ready. Otis, James—Life Savers; Mr. Stubb's Brother; Toby Tyler. Page, T. N.—Among the Camps; Two Little Confederates. Sandys, Edwin—Trooper Jim. Smith, Mrs. M. P. W.—Jolly Good Times. Stevenson, R. L.—Kid-

napped; Treasure Island. Stoddard, W. O.—Little Smoke; Guest Ten Eyck; Red Mustang; Two Arrows. Thomas, M. M.—Captain Phil. Tomlinson, E. T.—Three Colonial Boys; Three Young Continentals; Two Young Patriots. Twain, Mark—Tom Sawyer; Huckleberry Finn. Wesselhoeft, L. F.—Rough the Miser; Sparrow, the Tramp; Flipiving, the Spy. Tollinger, Gulielma—Widow O'Callaghan's Boys.

The following had a double check:

Bonehill, Ralph—Sailor Boy With Dewey; Off for Havana. Champney, Mrs. E. W.—Howling Wolf and His Trick Pony. Eggleston, G. C.—Captain Sam; Signal Boys. Grinnell, G. B.—Jack Among the Indians; Jack, the Young Ranchman.

The following had three checks:

Muroe, C. K.—Cauvemates; Fur, Seal's Tooth; Snow Shoes and Sledges.

The Girls' List.

Miss Robbins then called one of the girls and asked her to do the same. The following is her list with one check:

Kieffer, H. M.—Recollections of a Drummer Boy. Brooks, Noah—Boy Emigrants; Fairport Nine. Champney, Mrs.—Witch Winnie; Witch Winnie's Mystery. Coolidge, Susan.—What Katy Did; What Katy Did at School. Dodge, M. M.—Donald and Dorothy. Eggleston, Edward—Hoosier School Boy. Harris, J. C.—Nights With Uncle Remus; His Songs and Sayings. Hughes, Thomas—Tom Brown's School Days. Johnston, Mrs. A. F.—Little Colonel's Hero; Little Colonel at Boarding School; Little Colonel's Holiday; Little Colonel's House Party. King, Charles—Cadet Days. Page, T. N.—Two Little Confederates. Phelps, Mrs.—Gipsy Breynton. Sewell, Anna—Black Beauty. Smith, Mrs. M. P. W.—Jolly Good Times; Jolly Good Times at School. Stoddard, W. O.—Two Arrows. Thomas, M. M.—Captain Phil. Twain, Mark—Tom Sawyer; Huckleberry Finn. Vaille, Mrs. C. M.—Sue Orcutt; The Orcutt Girls. Waller, M. E.—Little Citizen. Wells, Carolyn—Patty Fairfield. Wesselhoeft, L. F.—Sparrow, the Tramp. Wiggins, Mrs. K. D.—Timothy's Guest; Polly Oliver's Problem; Bird's Christmas Carol.

The following had a double check:

Dodge, M. M.—Hans Brinker. Major, Charles—Bears of Blue River. Stoddard, W. O.—Red Mustang.

Illiteracy Decreasing.

The United States Census Bureau recently issued an interesting circular giving in detail the progress being made in popular education in this country. In speaking of illiteracy the circular says that 106 persons out of every 1,000 in the United States over ten years of age cannot read or write. This is a decrease, however, from the figures given in 1890, when they stood 133 to every 1,000. The following table gives at a glance the degree of illiteracy to-day as compared with that of fifteen years ago:

	1905	1890
Native whites, per 1,000	46	62
Foreign born whites, per 1,000	128	130
Negroes, etc., per 1,000	445	568

During this period of time the illiteracy among males has been reduced from 123 to 101 per 1,000, and among females from 144 to 112 per 1,000.

The bulletin calls attention to the fact that the greater relative advance made by the female sex is largely accounted for by the fact that boys are less subject to parental control than girls, and that they are also more frequently required to contribute to the family income by becoming wage earners when they should be in school. Thus, continues the report, the changes which are in progress point to the coming of a time when females of all ages will be less

illiterate than males. They also point to the coming of a time in the more remote future when illiteracy for all classes will have practically disappeared, and equality of the sexes in this respect will thus be restored in a millennium of literacy.

A portion of the report is given up to a comparison of the condition of illiteracy among country and city children. In making the comparison cities of over 25,000 inhabitants were taken as a basis for calculation. The results are as follows:

	City.	County.
North Atlantic States, per 1,000	5	8
South Atlantic, per 1,000	32	193
South Central, per 1,000	45	181

In order to secure a fairer basis of comparison between the North and the South the analysis was carried still further, and the following table shows the illiteracy among native-born whites in cities of over 25,000:

North Atlantic states	2.1
North Central states	1.9
South Atlantic states	8.3
South Central states	13.7

This contrast between the North and the South ought to cause some reflection. But both sections of the country will be interested to know that the Census Bureau finds that there are fewer illiterates among the children of foreign-born parents than among those of the natives. One of the best explanations of this condition is that one of the ambitions of the immigrants is to give their children every educational advantage offered by this land of human liberty and free schools. It is not surprising, therefore, that they appreciate the blessings so freely offered.

A Stimulating Autobiography.

By EDWIN WATTS CHUBB, Ohio University, Athens, Ohio.

Since the days of Plutarch biography has been a teacher of the virtues. Plutarch himself insists that he is not writing history but lives. "The virtues of these great men serve me," he writes, "as a sort of looking glass in which I may see how to adjust and adorn my own life." Of all kinds of biography usually autobiography is the most interesting. When I read as wholesome and stimulating a piece of work as that recently published, that of Andrew Dickson White, I want others to share in the profit and pleasure. No more significant biography has appeared in many years.

This is the biography of a teacher. It is true Mr. White has been more than professor and university president, but in nothing has he been greater. He has occupied important diplomatic posts and served the state and humanity in various honorable positions. During the vexatious beginnings of Cornell university Mr. White was president of the university, State Senator of New York, lecturer at the University of Michigan, president of the national bank of Syracuse, a director in two other banks, a director in the New York Central and Lake Shore Railways, director in the Albemarle and Chesapeake canal—to say nothing of positions in boards of various similar corporations and executorship of two widely extended estates. But in spite of the varieties of all these experiences extending from Ann Arbor to The Hague and St. Petersburg, Mr. White wishes to be judged as a teacher, or if you prefer the more stilted form, as an educator.

When he comes to dedicate his two-volumed autobiography, he dedicates it to "My Old Students," and at the close of his account of the long and troublesome struggles attending the founding and development of Cornell, he writes, "During my life, which is now extending beyond the allotted span of three score and ten, I have been engaged,

after the manner of my countrymen, in many sorts of work, have become interested in many conditions of men, have joined in many efforts which I hope have been of use; but most of all, I have been interested in the founding and maintaining of Cornell university, and by the part I have taken in that, more than by any other work of my life, I hope to be judged."

These words are inspiring words. They ring with the trumpet and the fife calling the teacher to a deeper consecration to his work. In our work there is no high or low. The humblest doing duty in the forlornest school-house on country hill or broad prairie may feel himself a part of the movement to which Mr. White has given his life and wealth, and in which at the close of a long and honorable career he takes his deepest joy.

But I am not intending to write a review of Mr. White's work. I am merely calling my fellow-teachers' attention to an inspiring story,—a story as interesting as that told by the writer of an ephemeral popular novel, a story having more impressive pedagogy and psychology-for-the-teacher than that in many a text-book, a story with more history of higher education in the United States than you will likely read in a technical text,—the life story of a man whose ideas have quickened the educational life of the nation from ocean to ocean.

The book is expensive and beyond the reach of many. But in these days of public libraries the book is within the reach of the poorest teacher. Read it, and if you do not rise from the reading with a fuller consecration springing from a deeper sense of the dignity and power of the work of the teacher, the fault is in the reader.

A Three-Year College Course.

Dean Bentley, of Clark college, in a recent statement strongly urged the adoption of a three-year college course. "One way to give the three-years' college course a chance," he said, "is to give it the time on the calendar which belongs to it. If a calendar year of thirty-five weeks is reduced by two and one-half weeks at mid-year and by the same amount in June we have each of the four years reduced by five weeks of marking time called "examination time." That is, the equation $(4 \times 35) - (4 \times 5)$ equals 140—20 equals 120, shows a sheer loss of twenty weeks used to help out what has been done or left undone in the other 120. Three times thirty-five (with no loss) equals 105, and a comparison of the two equations shows the three years' college course short only fifteen weeks, or less than half a calendar year. As to whether the wheels slide at the opening, one might take the testimony of wayfarers who try to get aboard the first of November. If there are holes in one good student's work big enough to throw in a football tour, what may another good student supposed to be doing while his fellow is touring? What progress is their professor making, who is compelled to adapt his progress to the gait of the "make-up" tourist?

I have no patience for any effort to excuse that fourth year at college, which is defended by college authorities as "the best year of a student's college life," tho he may have to save out some easy courses from other years to give appearance of a reason for his being there, but which is known to the less euphemistic students as "loafing year." Many colleges have saved this mark of disgrace by giving the master's degree with the bachelor's at the end of the fourth year, which is still a confession that there is time enough for a good student to do a full year's additional work within the four years required for graduation. An estrangement from some of the hard-headed good sense of life as it actually is, leaves college life often stranded in a desert of vacuity.

Men are taught to believe that subjects they study

are really worth it just because they put effort into it. Nobody knows how or when, but some good must come out of doing a thing well, they say. Perhaps it will, but real life always finds enough in it that needs doing not to waste time persuading itself that things it can see no use in must yet be good.

In a similar way the public puffs with its applause the overstrained fancy of pseudo-heroes. College football ruffians, by the public confusion of unmotivated dare-deviltry and brutality with courage become the leaders of whole hosts of their fellow student admirers in an approval of false estimates. To exalt that foolhardy exposure to danger by which a man risks making himself a life-burden to his family with no higher motive than to gratify his own ambition to be a home-made hero, to exalt this possible sacrifice of life or limb or relative comfort with no purpose to save life or limb or anybody's comfort, into "courage" is to throw out of the language a word which has no worthy meaning if deprived of its ethical content. The college owes the community at least two obligations, two which are very like. It is the duty of the college to teach good habits of work by requiring and rewarding only such work as must be done by proper methods and more than perfunctory application. It is, no less than this, also the duty of the college in the pursuit of this law of right habit, and the obligation to the common honesty of the world to frown upon false standards, whether they be set for the defense of things students want to do, or to condone the dilatoriness of the institution in deferring the harvesting of reforms that are ripe.

A Dominating Educator.

In the *World's Work* James Weber Linn thus writes of the remarkable personal imprint of Dr. Harper's character on the University of Chicago:

The worth of an educational institution, however, does not, of course, lie in material possessions, but in its spirit, influence, and ideals. "The best college," said Garfield, "would be a student at one end of a log and Mark Hopkins at the other." The question is, what is the University of Chicago doing and teaching?

The answer to these questions can be found only in its president, William Rainey Harper. For the notable thing about the university is neither its rapid growth, nor its size, nor the place it has in the public eye (altho these are all remarkable enough), but the fact that it is the expression, more accurately than any other similar institution in the world, of the ideals and individuality of Dr. Harper. Harvard is not Dr. Eliot, nor Yale Dr. Hadley, but the University of Chicago is President Harper. Balliol in the days of Jowett was not more unmistakably stamped with the character of its great master. That Mr. Rockefeller is responsible for the founding of the institution no one denies. He gave the first million, and has given millions since. But the real father of the university is the man of whom the university is but the exponent, Dr. Harper.

The accuracy with which the university reflects the man might be illustrated by the condition of athletics in the university. The attitude of President Eliot and the open hostility of President Angell have no effect upon the athletics of Harvard or Michigan—university sentiment controls them. But it is different at Chicago. There one finds little demand for athletics. The students are too busy to compete in games or to attend them. Yet the institution stands very high among its more enthusiastic rivals in all branches of athletics except baseball. The explanation lies in President Harper. He believes in athletics, but he does not believe in excessive athletics, and the university, in this as in everything, shares his belief.

The energy of President Harper is both the despair and the admiration of those who know him. His driving power is extraordinary. Said a member of the faculty, "Dr. Harper knows all about the 'eight-hour day.' He puts in two of them every twenty-four hours." For years Dr. Harper went to bed at midnight and rose at five. To a theological student downcast because he could arrange no hour to meet the president for advanced work, Dr. Harper said, "Are you free at 5.30 in the morning?" "Yes," was the startled answer. "Then come every day at that hour."—and the arrangement was concluded on that basis.

Paragraphs from "Northern Trails."*

"Almost every pleasant day a train of dogs would leave the village and go far back on the hills to haul fire-wood, or poles for the new fish-flakes. The wolves, watching from their old den, would follow at a distance to pick up a careless dog that ventured away from the fire to hunt rabbits when his harness was taken off. Occasionally a solitary wood-chopper would start with sudden alarm as a big white form glided into sight, and the alarm would be followed by genuine terror as he found himself surrounded by five huge wolves that sat on their tails watching him curiously. Gripping his axe he would hurry back to call his companions and harness the dogs and hurry back to the village before the early darkness should fall upon them. As the komatik went careering over the snow, the dogs yelping and straining at the harness, the men running alongside shouting Hi-hi and cracking their whips, they could still see, over their shoulders, the wolves following lightly close behind; but when they rushed breathless into their houses, and grabbed their guns, and ran back on the trail, there was nothing to be seen. For the wolves, quick as light to feel the presence of danger, were already far away, trotting swiftly up the frozen arm of the harbor, following another sledge trail which came down that morning from the wilderness."

"Like all bears, Matwock had poor eyes, and depended chiefly on his nose in scouting. He would swim swiftly, mile after mile, along the edges of the floes, raising his head to sniff every breeze, trying to locate where the young seals were hiding. But the little ones give out almost no scent at such times, besides being invisible, and Matwock rarely dined on a nest of young seals. The only way he could catch them was by a cunning bit of bear strategy. He would swim far out from the edge of the floes and drift about among the floating ice, looking himself like an ice cake; or else he would crouch on an ice-field and watch for hours till he saw a big seal clamber out, and knew from her actions that she was feeding her young. Then he would head straight and swift for the spot and nose all over it till he found what he was seeking."

"One stormy day great luck headed towards the boy and made his heart jump at the thought of at last meeting the gray wanderers of the upper air that had so often set his heart a-longing. A great gang of wild geese, flying lower than usual, with the sides of their wedge broken by the sleet and irregular from weariness, passed near the pond on their southern migration. Their faint, confused honking roused all the wild longing in the heart of Old Graylag. Something, too, in their call, which she seemed to understand made her sure they would come this time, and that she would know at last what the longing in her old heart meant. As she raised herself on her poor wings and sent out her clamorous appeal, the wild leader stopped, and the long wedge seemed to tumble together in a dense mass of cackle and confusion.

*"Northern Trails," by William J. Long. Ginn & Company, Boston, Mass., publishers.

Then the leader whirled; above the clamor came the deep honk of authority; the lines formed swiftly, with marvelous precision, and straight up the pond to the boy's hiding place they came, a glorious big wedge of birds, honking, honking, in joy at so good a resting place, and nearly taking the heart out of Old Graylag as she clamored and tugged at her anchor and beat the water with her wings."

"First, look down into the water there at your feet, where the river is running swiftly but smoothly over the yellow pebbles near shore. Nothing but smiles, dimples, and crinkly yellow lights, whirling and changing ceaselessly, as if the river here were full of liquid sunshine. Look again; curve a hand on either side of your eyes to shut out the side-lights, and look steadily just below that round yellow stone under its three feet of crinkly sunshine. At first you see nothing, your eyes being full of the flashing surfaces and the dimpling lights and shadows of the yellow flood. Suddenly, as if a window were opened in the river, you see a vague, quivering outline. "Did he just come? Is he gone again?" Not at all; he is right there; look again.

"Another long look; again the impression of a window opened, and now you see a salmon plainly. He is lying there, with his nose in a sunken eddy resting quietly while the river rolls on over him. You see his shining silver sides, the blue tint on his back, the black line of a net on his head, the tail swaying rhythmically,—every line of the splendid fish as in a clear photograph. Then, as if the window were suddenly shut, you see nothing but dancing yellow lights. The fish has vanished utterly, and you must look again and again, waiting till the lights and dimples run away together; and there is your salmon, lying just where he was before, nor has he moved, except for the lazy swaying of his broad tail and the balancing of his fins, while the lights above hid him from your eyes."

Permanent Fund of the N. E. A.

Under the direction of the board of trustees of the N. E. A., The First Trust and Savings Bank of Chicago, which has charge of the permanent fund of the association, has issued a carefully prepared special report showing the condition of the fund. In connection with this report the board of trustees makes the following statement:

The board of trustees of the National Educational Association consists at present of four members, as follows (there being one vacancy):

Albert G. Lane, of Chicago, Ill., district superintendent of schools of Chicago; Nicholas Murray Butler, of New York, N. Y., president of Columbia university; James M. Greenwood, of Kansas City, Mo., city superintendent of schools; Nathan C. Schaeffer, of Harrisburg, Pa., state superintendent of public instruction. Of these, Trustees Greenwood and Schaeffer are new members of the board, having been elected at Asbury Park in July, 1905.

Trustees Lane and Butler have been members of the board since 1896, and during that time the permanent fund of the National Educational Association held by the trustees has grown from \$54,961.75 to \$147,000.00. These trustees took over from their predecessors certain investments in Kansas school district securities which were not entirely fortunate. By exercising patience and good judgment, however, the present trustees have reduced to a minimum the loss on these early investments. All investments made by the present board have been of the highest possible character, as the list of securities made public each year shows clearly. The present trustees have at various times taken steps for the better protection of the fund in their hands, of which the following are the most important:

1. That no securities shall be considered which

are not available for savings bank investments in their respective states.

2. That the chairman shall place upon all of the securities of the association a stamp indicating that they are the property of the association.

3. That the chairman be requested to place in the hands of a competent attorney, for collection or settlement, either by agreement or legal process, all of the Kansas securities now in default, either for principal or interest.

4. That the audit of a certified public accountant be attached to the printed reports of the treasurer and of the board of trustees.

5. That the First Trust and Savings Bank of Chicago be selected to act as custodian and trustee for the trustees of the National Educational Association.

The report submitted at Asbury Park in July, 1905, which will appear in full in the Proceedings of the Association, shows a statement of the First Trust and Savings Bank, giving the list of securities in its possession.

The report submitted by the bank is very complete, one section giving a summary of the permanent fund in custody of the First Trust and Savings Bank on Nov. 10, 1905. The total amount of \$142,950 includes mortgages and real estate, Kansas school bonds, Illinois municipal bonds, St. Louis Terminal R. R. bonds, and \$8,950 in cash on hand for investment. In addition to this some securities are in the hands of A. G. Lane, chairman of the board of trustees. The value of these securities is \$4,050, making the total of the fund \$147,000.

Reorganization for New Jersey.

When Supt. W. E. Chancellor, of Paterson, N. J., makes up his mind to fight, he fights with determination and fervor. He never lacks courage, and his arguments usually have a sharp edge and cut deep. At a recent meeting of the New Jersey council of educators he created considerable stir by introducing a resolution aiming at the abolition of county superintendents and recommending that state supervisors, inspectors, and examiners be employed in their places.

Dr. Chancellor stated that there are many superintendents in New Jersey who hold two positions, and therefore give too little time to the work for which they were originally appointed. He pointed out further that the expense of conducting the present county system is \$48,000 annually, while the system he advocated was much better and could be maintained for \$6,000 less. The plan which he submitted involved eight state officers, as follows: Four division superintendents to be located in the northeast, northwest, middle and south of New Jersey, respectively, with their local offices in their districts as well as offices in Trenton; the salaries of these men he placed at \$4,500 each; one normal and high school inspector at \$5,000; one manual training, art and physical culture supervisor, at \$5,000; one chief examiner for teachers' certificates, at \$5,000; and one statistical reporter and board of state supervisors' secretary. In addition to this Dr. Chancellor recommended that these new officers be allowed from \$500 to \$1,000 for traveling expenses, and from \$600 to \$2,500 each for secretaries and stenographers.

The plan also advocates the abolishing of all double-office holding. The idea, he said, of paying \$2,000 a year for one evening a week to a man glad to earn \$1,500 or \$2,000 for five days' work as a local principal, was pernicious. Further than this, all city and county certificates for teachers and all local boards of examiners should be abolished, replacing them with state certificates for all teachers. The number of local and union superintendents should be increased. He also believed that the municipalities and districts should control the schools, and not the county superintendents, who

are put into office by county politics to draw salaries for incompetent work, which is often the case. Eight expert offices should be established, men to fill them being chosen from any state where the best men could be found. While he did not believe in ignoring residents of New Jersey, nevertheless it was true that almost every educational position of importance in the state was now held by men born and educated in other parts of the country. There is no doubt that hundreds of men born in New Jersey, on the other hand, held similar positions in New York, Pennsylvania, Ohio, and other states. These experts would naturally be over the city superintendents and high school principals, who now receive but little advice of value from the county superintendents who are nominally, but not in reality, their superiors. The whole state should be under one system.

In concluding his summary of the report, Dr. Chancellor said that all he wanted was "the best possible system." The plan he advocated might not be the best, it was submitted for criticism.

A most valuable portion of the report was the summary of the educational system of every state in the Union, the systems of Massachusetts, New York, and Wisconsin being especially commended by the superintendent. At the conclusion of the reading of the report Dr. Chancellor proposed the following resolution:

"Whereas, The experience of the most progressive states in the Union has shown the advantage ensuing from the employment of several state supervisory officers; and

"Whereas, The state of New Jersey is now expending for county superintendents a sum of money approaching \$50,000, which is more than sufficient for the employment of state supervisors; and

"Whereas, The present system of county superintendents and of city and town superintendents, and of township, villages, and borough supervising principals, has not proved adequate, but, on the contrary, inadequate and confusing and in many instances incompetent; and

"Whereas, For want of really competent men willing to give their entire time to the work of county superintendent and of high school inspector, the state board of education has found it advisable to content itself with the partial time of persons holding other positions, paying them for said time unwarrantably high salaries, and getting but little service; be it

"Resolved, That the New Jersey council of education indorses the plan of doing away with county superintendents and county boards of examiners and employing in their stead state supervisors, inspectors, and examiners, in the service of the state board of education, and reporting to the state superintendent."

In discussing the report and resolution, Prin. J. M. Green, of the New Jersey state normal school, declared that "there was more meat in the report than in any other that had been submitted to any teachers' association in the state in ten years."

Supt. Randall Spaulding, of Montclair, was in favor of the resolution. He said that the experience of the best states upheld it, and, besides, he wanted state supervisors instead of county superintendents to supervise him and his schools.

Prof. Louis Bevier, of Rutgers college, thought that Dr. Chancellor presented some good ideas. He held, however, that dual office-holding and county superintendencies were entirely free from politics.

Supt. Henry Snyder, of Jersey City, put himself on record as favoring the idea of state supervisory officers, tho he did not agree altogether with the particular system so proposed.

At the close of the discussions the council voted to refer the report back to the committee for further consideration.

The World of Literature and Music.

Annie Hamilton Donnell, who wrote that appealing study of child-life, "Rebecca Mary," published recently by the Harpers, has lived most of her life in a literary atmosphere, among scholars and teachers and book-lovers. Her husband was for a number of years editorial writer on one of the leading city dailies, and in this way she was brought in touch with that particular phase of literary activity. For the past dozen years her home has been in a little seminary settlement set in the midst of Maine hills and lakes. Here she has written her stories and books with the seminary bell measuring off three-quarter hours continually in her ears. She writes very rapidly, and laughingly says she hopes yet to be able to write a story between bells. Much of her work is done, however, at night, when bells and babies are asleep. Mrs. Donnell has four children, two girls and two boys, the youngest being but three years old. The older children are intensely interested in their mother's stories and consider it a personal injury if one is sent away without first being submitted to them. If at any time the outcome of a story does not entirely please, Mrs. Donnell is gently advised by her youthful critics to alter certain passages to their satisfaction.

The printing of Alfred Domett's "Christmas Hymn" in illuminated text with four illustrations by F.X. Leyendecker, in full color beside eight other pages in tint, makes the *Christmas Century* a magazine rich in color. Among the pictures in tint will be Timothy Cole's wood-engraving of Zurbaren's "St. Catharine in Prayer," a picture of the Christ by Paul Julian Meylan, and Andre Castaigne's drawing of an interior of the Hotel de Crillon-Polignac. There will be also four full-page productions, in black and white, of drawings by Thornton Oakley of interesting scenes in lower New York.

The author of "The Long Day," has just received a brief and characteristic letter from Jack London, reading:

"To the author of 'The Long Day:'

"I liked your book. May I ask you a question? Are you a socialist? And if not, why not?"

"Yours for the Revolution,
"Jack London."

Frank M. Chapman, Associate Curator in the American Museum of Natural History, has written for the December *Century* "An intimate Study of the Pelican," with plenty of pictures from his own photographs showing the daily life of these interesting birds on Pelican island.

It is a far cry from Maine to Australia, but Holman F. Day has reached the antipodes with his new novel, "Squire Phin," just published by A. S. Barnes & Co., who have arranged for a large edition in Australia of his brilliantly successful novel "Way Down East."

Altho only one hundred copies of the latest Wagner biography have been printed, the cost of bringing it out has exceeded \$12,000. The book is printed on specially manufactured paper, with Wagner's autograph as a water mark. In place of printer's type use is made of a fine handwriting engraved on copper. The volumes are numbered, and two of them have been sent to Germany—one to the Wagner family, the other to the Dresden library.

The first volume of the "French Men of Letters" MONTAIGNE by Edward Dowden, which J. B. Lippincott Company issued a short time ago simultaneously in England and in this country, has been received generally with an enthusiasm even greater than was expected by its sponsors. In this country and in England alike critics have given it an attention which, in view of the great amount of material already in print regarding MONTAIGNE, indicates that the new work is to take its place in the front of those volumes which deal with the brilliant essayist. *London Public Opinion* calls Prof. Dowden's work "a remarkable and characteristic book," and adds that "until he has finished his fascinating talk about a subject of which he is a master you lose consciousness of the talker in the interest so profoundly stimulated by his treatment of his theme."

The early history of the French in this country and their claim to the Mississippi valley are described from original sources in an important work, "The Journeys of La Salle and his Companions," 1668-1687, as related by himself and his followers, edited with an introduction by Prof. Isaac J. Cox, of the University of Cincinnati. This work, which will be published shortly by Messrs. A. S. Barnes & Co., will appear in the Trail-Makers, their successful library of history and explorations under the consulting editorship of Prof. J. B. McMaster. In his complete story of La Salle's dramatic adventures there is given one of the most important chapters of the history of the French in North America. The original narratives of Tonty and others are presented under careful editorship and furnish a history of intense interest in itself, and of peculiar consequence, showing with the new discoveries the origin of the French claim to the Mississippi valley.

In view of the long series of exposures of dishonest life insurance practices, there will be a certain relief in turning

from the destructive to the constructive and in determining what honest life insurance really is. The welcome given to Mr. Miles M. Dawson's important book, "The Business of Life Insurance," which is called by experts the best practical explanation of the subject, indicates that Americans are not content with pulling down, but wish to understand the facts for themselves in order to rebuild intelligently. The author of the book which the publishers, Messrs. A. S. Barnes & Co., announce as already in its second edition is one of the most eminent American Actuaries and is Actuary of the New York committee for the investigation of life insurance whose work is having such far-reaching results.

With all the Aesops in the market, and their number is legion, there has not been, till now, one in existence which, in any true sense, may be called a modern edition; in fact there has not been a really new Aesop in nearly a score of years, which is the reason for the publication, in the immediate future, of the Aesop's FABLES, MODERN EDITION, recently announced by Moffat, Yard & Co. It is a book designed to meet the requirements of present day taste in matter of typography, illustrations, and cover embellishment. It is an unusually beautiful book within and without.

The introduction is by Elizabeth Luther Cary and the drawings, of which sixteen are in color and nineteen in line, by J. M. Conde.

Unlike Mrs. Carter Harrison's two former books, *THE MOON PRINCESS*, her latest work, is one complete story, instead of a number of short ones. Mrs. Harrison certainly knows the secret of telling a fairy tale, and her dainty imagination is brought into play with great success in this volume. The book tells of the wonderful things the Princess Ethelda and her husband saw when they came to Earth to spend their honeymoon. So that the two young people might approach the Earth safely, the Moon Queen had ordered a wonderful silver ladder to be made. The Sun messenger, who acted as their guide on the Earth, told them the most wonderful tales. Here are the titles of some of the stories he told: "How the Fairies were Changed into Mocking-birds," "The Rainbow Sisters," "The Story of the Jewelled Beach," and many more, all of which contain the most mysterious revelations. Mrs. Lucy Fitch Perkins has given her very best work in the illustrations. The dainty and imaginative drawings are successfully carried out in color, and will be the source of continual delight to children. Little more need be said for a new volume by this talented pair; that it is better than the last two books is sufficient commendation.

Miss Myrtle Reed says of her latest story, *AT THE SIGN OF THE JACK O' LANTERN*, just published by the Putnams, that she thinks people who have relatives will like it, and people who are relatives won't. The force of this comment will be appreciated when the book has been read. It tells of an old man who has been pursued all his life by people who claimed to be relatives of his late beloved wife. They began to come immediately after his wife's death, and in his first grief he received them with great hospitality and kindness. Thus encouraged, they continued to come every summer in increasing numbers, until he was obliged to build numerous extensions, to accommodate the horde and reserve some remnant of privacy for himself. Finally he died, bequeathing the property to an unknown nephew, mainly because this nephew had never inflicted his presence on the relative-ridden old man. Then the fun begins. The legatee arrives in the early spring with his bride, blissfully ignorant of the approaching army of pensioners. After that the deluge!

American publishers are accustomed to import their fine leather editions from abroad, but the firm of Harper & Brothers is reversing the usual custom in sending to England a large edition of Henry Van Dyke's "Story of the Other Wise Man," bound in fine American leather. This is not only an evidence of the undoubted popularity of Dr. Van Dyke's little classic abroad, but it is also a striking tribute paid by English publishers to the quality of American workmanship. The edition in question is a special holiday one bound in limp leather.

The Mountains.

By E. A. LENTE.

Oh, the mystery of the mountains!
With their caves and moss-rimmed springs,
Where no trespasser has ventured,
Save soft-footed wildwood things;
There are heights no man has conquered,
And delights no soul has found,
Treasure land of joy and romance
Is that high, enchanted ground.

—Four-Track News for October.

The best protection against fevers, pneumonia, diphtheria etc., is in building up the system with Hood's Sarsaparilla.

Webster's International Dictionary, which received a Grand Prize (highest award) at the World's Fair at St. Louis, has again received deserved recognition. At the Lewis and Clark Exposition at Portland, Ore., a Gold Medal, representing the highest merit, was awarded the work.

Dodd, Mead & Co. have recently issued "How to Keep Well," a volume on hygiene for adults and children. It is the work of Dr. Cordelia A. Greene, who has had much experience in hospital work.

The following from *Harper's Weekly* seems, according to that publication, deserving of praise from our President: Mrs. Lucinda Watkins, of Atterbury, Illinois, is ninety-six years of age; her daughter is seventy-six; her granddaughter, fifty-four; her great granddaughter, thirty-seven; her great-great-granddaughter, nineteen; her great-great-great-grandson, ten months. She has, according to the *St. Louis Republic*, 131 living descendants, "besides those who have not been heard from," and she neither smokes nor drinks.

Ginn & Company announce that they have in preparation an edition of "Das verlorene Paradies" edited by Prof. Paul H. Grumann of the University of Nebraska. This book will prove especially interesting to the student because of its vivid portrayal of the political and social conflicts of modern German life.

C. W. Burkett, Professor of Agriculture in the North Carolina College of Agriculture and Mechanic Arts, has recently prepared a suggestive monograph entitled "Agriculture in the Public Schools." Ginn & Company offer to send copies of the pamphlet, postpaid, to any address on request.

The University Publishing Company find such desire, in some schools, for smaller editions of "Tunstall's Cicero" and "Towle & Jenks's Caesar," that they have decided to issue at once "Six Orations of Cicero" (college preparatory work rarely goes beyond the four Catilinarians, Archias, and Manilian Law) and "Caesar's Gallic War, Books I.-IV." They will continue also their larger Eleven Orations and the complete Seven Book Caesar. Both these books are very strong and attractive.

They have nearly ready for issue a new edition of their Maury's Manual of Geography, widely used in the New York city schools, containing new and carefully revised maps and a supplement of commercial geography of marked interest with numerous maps and charts.

The Personal Side.

Francesco Tamagno, the famous Italian tenor whose death was announced a short time since, retired from the operatic stage five years ago. He had earned more than half a million dollars with his voice, and was thus able to enjoy his leisure at his villa at Varese. His greatest triumphs were won in Bizet's "Carmen," and in the Verdi operas, especially "Otello."

A very interesting feature of the current *Harper's Weekly* is an article by Madame Lillian Nordica on "The Prima Donna and Her Task." Madame Nordica's varied experience on the operatic stage, and her present position as the chief dramatic soprano at the Metropolitan Opera House, give unusual authority and value to her opinions. Madame Nordica's advice to young singers and aspirants for operatic honors is summed up in the word "sacrifice." The successful prima donna, as well as the girl who aspires to be one, must give up everything for her art—entertainment, many of the pleasures of food and drink, exercise, society, even rest. The strain of an opera season lasting for four months demands upon the part of the singer an absolute and uncompromising devotion to her task. In this connection Madame Nordica tells an amusing story.

"Once," she says, "I went to an afternoon concert to treat myself to some singing that I wasn't doing myself. As I was leaving the hall a woman, a total stranger, came up to me.

"Please go right home and go to bed," she said. 'Gottedammerung to-morrow!' And she was right. I felt she was. So I went home—and went to bed."

F. Hopkinson Smith is at present in Europe and his new book "The Wood Fire in No. 3" will probably be out before his return. None of his writing has shown more delightfully his spirit of genial kindness and sympathetic humor than this new book. It will appear this month and will be illustrated in color.

Otis Ashmore, Superintendent of Schools at Savannah, Ga., and author of a valuable Manual of Pronunciation, has been spending a month in Boston and its vicinity studying the most important features of the educational life there.

Mrs. John Elliott (Maud Howe) who is at Oak Glen, Newport, R. I., with her mother, Mrs. Julia Ward Howe, has been giving readings from her forthcoming volume of Italian studies and sketches, "Two in Italy," at the residence of some of the prominent Newport cottagers: at the first, given at the house of Mrs. E. Rollins Morse, "Anacrap," being the subject. On

Monday, Oct. 2, Mrs. Elliott read "Buona Fortuna" at Mrs. William Storrs Wells, and later, at the house of Mrs. William G. Weld, "The Hermit of Pietro Anziani" was the theme. Mrs. Elliott's new book, to be published by Little, Brown & Co., Boston, late, will be illustrated from drawings by Mr. Elliott.

Burges Johnson, author of "Rhymes of Little Boys," published by T. Y. Crowell & Co., was born in Rutland, Vt., in 1877. Since his graduation from Amherst college he has been engaged in editorial work in New York city. His child rhymes have appeared in several of the leading magazines, and readers will doubtless be glad to know that the collection is now made into book form. He deals with such fruitful boy themes as "Goin' Barefoot," "Ketchin' Rides," and "Bein' Sick," and he catches and reflects boy nature admirably.

Dr. Drummond's poems, "The Voyageur," "The Habitant," "Johnny Courteau," "Philom's Canoe," are exceedingly popular with all classes of his fellow-countrymen. The University of Toronto and Lenoxville college have shown their appreciation of his contributions to the national literature by conferring their degrees upon him, and schoolboys have elected him an honorary member of their various clubs. His poems, which are particularly effective for the purpose, are recited all over the country. A clerk in a shop was heard discussing "The Voyageur" with a friend, and wound up triumphantly, "And after all, the Doctor is our own man." The Putnams are the publishers.

Jerome K. Jerome, the author of "Three Men in a Boat," etc., and Charles Battell Loomis, the author of "Cheerful Americans," (both of which books were published by Messrs. Holt & Company) are now touring the country together in readings from their works. This gives a most interesting chance to compare a typical English and a typical American humorist.

When the secretary of the navy, in the summer of 1903, received a cable from the naval agent in Manila asking if he had authority to use Conants instead of Mexican dollars in making certain payments he was puzzled. It was the first introduction of the Navy Department to the new standard coins, which were named for Charles A. Conant, who had been to the Philippines under the authority of Secretary Root to prepare a coinage system. The Navy and War Department officials soon became as familiar with the Conants as the shopkeepers in the Philippines. Some of them did not quite fancy the idea of ascribing to an individual the credit for the work in which others had shared, and Secretary Root cabled Governor Taft that the new coins were to be known as Philippine currency and not as Conants. Notwithstanding this official mandate the new name stuck, and even the newspapers print their prices at the head of their columns as "10 cents Conant," equal to 5 cents American gold, as well as many advertisements giving prices in Conants.

It is such constructive work as Mr. Conant did in the Philippines which gives special interest and value to his new book, *THE PRINCIPLES OF MONEY AND BANKING*, which has just been published by the Harpers. Mr. Conant combines practical experience with the theories of coinage and banking, which form almost too exclusively the material of the average work on money.

The "Coffee Heart."

IT IS AS DANGEROUS AS THE TOAACCO OR WHISKY HEART.

"Coffee heart" is common to many coffee users and is liable to send the owner to his or her long home if the drug is persisted in. You can run 30 or 40 yards and find out if your heart is troubled. A lady who was once a victim of the "coffee heart" writes from Oregon:

"I have been a habitual user of coffee all my life and have suffered very much in recent years from ailments which I became satisfied were directly due to the poison in the beverage, such as torpid liver and indigestion, which in turn made my complexion blotchy and muddy.

"Then my heart became affected. It would beat most rapidly just after I drank my coffee, and go below normal as the coffee effect wore off. Sometimes my pulse would go as high as 137 beats to the minute. My family were greatly alarmed at my condition and at last mother persuaded me to begin the use of Postum Food Coffee.

"I gave up the old coffee entirely and absolutely, and made Postum my sole table beverage. This was 6 months ago, and all my ills, the indigestion, inactive liver and rickety heart action have passed away, and my complexion has become clear and natural. The improvement set in very soon after I made the change, just as soon as the coffee poison had time to work out of my system.

"My husband has also been greatly benefited by the use of Postum, and we find that a simple breakfast with Postum, is as satisfying and more strengthening than the old heavier meal we used to have with the other kind of coffee." Name given by Postum Co., Battle Creek, Mich.

There's a reason. Read the little book, "The Road to Wellville," in pkgs.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending December 16, 1905.

Who will take up the fight of the restitution of plain honesty in every department of public education? The N. E. A. may not care to do it, tho that would logically be the organization that ought to inaugurate such a movement. Perhaps the Teachers' Federation will take up the matter. Whoever assumes the leadership, only organized effort, courageously and persistently carried on, will be able to produce the changes that are imperatively needed. THE SCHOOL JOURNAL has pointed out instances of practices which are obviously contrary to the spirit of honesty. But showing up and talking about it is not going to accomplish much. Teachers in convention assembled must firmly declare themselves, and pledge their united strength to the extermination of the evils drawn out of their dark retreats into the daylight.

Here is another nefarious transaction which should be handled with ungloved hands. An instance will explain its character. A school or school system becomes dissatisfied with a certain text-book, and the probabilities of a change are discussed. Several publishers' agents immediately set to work to control and shape the situation. The teachers most influential in the final decision find themselves centers of unusual attention. Their every weakness is played upon, and even the offer of a bribe is not outside of the ordinary. Of course, it is recognized that the procedure of purchasing the good will of an influential teacher with money is a delicate matter, and is usually most tactfully enacted. A text-book house, whose agents most frequently charge fraud and bribery and "political methods" on the part of competitors, for instance, will invite a teacher whose friendship is particularly desired to criticize manuscript or give advice "for a consideration," as to plans and make-up of books that may or may not be contemplated. Once this matter is investigated without fear or favor, other modes of transmitting purchase money will be readily brought to view.

Here is another instance of great danger to the preservation of honesty: Whenever a number of teachers undertake to raise money for any purpose whatsoever, the thoughts of some immediately turn to the publishers, as legitimate prey for any begging scheme that may be planned. Not infrequently the suggestions of these thoughtful people are adopted. There is now before me a letter addressed to publishers and school-supply men, which says in substance, "The Blank Publishing House has subscribed \$250; what will you do?" Another letter of this kind says, "This publication is run by teachers and for teachers who will judge from the advertising pages whether or not you are their friend." A third letter even goes so far as to suggest that failure to comply with the request for assistance to some worthy object or other may

mean exclusion from the official "supply-list," at the end of the school term.

It is indeed no pleasure to turn the search-light on the powers of darkness that pollute the moral atmosphere of the school, but the only way for us to do is to face the evils squarely, and rout them one by one. Better by far that we should be considered "finicky" for a time, than to permit the continuance of suspicious practices. The atmosphere of the school must be kept pure—absolutely pure.

The acceptance by Mr. Brooks of the superintendency at Cleveland closes a tedious and not altogether pleasant chapter of log-rolling. The choice of the Cleveland board can be heartily endorsed. Mr. Brooks is a scholarly, aggressive, and altogether safe school-man. He has no entangling alliances, all talk to the contrary notwithstanding. It is true that several book-men appeared to be very active in his support. Their work was wholly unauthorized, so far as he himself was concerned. Their efforts in his behalf were probably no more comforting to him than to the candidate who failed of election. All things considered, the Cleveland board is to be congratulated on the final results of its deliberations. Mr. Brooks is a first-rate man, and now he has the opportunity, his strength as an organizing leader will have a chance to reveal itself.

Every once in a while fresh evidence comes from Europe concerning the excellence of the technical instruction given to girls. One of the finest technical schools abroad is in Amsterdam. In 1865 this school was founded by private subscription, and it now occupies a beautiful, commodious building. The instruction is primarily for the "bourgeoise," but any girl over twelve years of age is admitted if she is able to pass the examinations in reading, writing, arithmetic, and spelling. A small fee is required. The instruction given is principally in drawing, leather work, wood-carving, dress-making, millinery, plain needlework, artificial flowers, and lace. Since the school was founded classes in type-writing and telegraphy have been established. At the present time more than two hundred girls are in the school. The proceeds of their work pays a large per cent. of the annual cost of maintaining the institution.

In the city of Brussels the housekeeping school limits its attendance to ten girls at a time. Each of the classes is in session thirty days during the year. The authorities allow the expenditure of twelve cents a day for each pupil. Out of this amount they purchase their supplies, in the shape of bread, butter, meat, vegetables, and sundries.

The main object of the schools in Wurtemberg and Bavaria is to make it possible for girls to find employment outside the factories.

The chief school for girls in Vienna is the government Art School of Embroidery. The classes are under the direct supervision of a thoro teacher in design and needlework. The instruction is free and extends over a period of five years, tho students may leave after two or three years if they so desire.

Educational System in the Philippines.

For purposes of school administration the Philippine archipelago is divided into thirty-five school divisions, besides the Moro province, in each of which there is a division superintendent of schools. These men receive from \$1,600 to \$3,000 per annum. The work is under the direction of the bureau of education, which was organized by the United States Philippine Commission in January, 1901, and is on of several bureaus under the department of public instruction. The bureau employs and pays th

salaries of 826 American and 281 Filipino teachers. The salaries of American teachers range from \$900 to \$2,000, the mean compensation being \$1,200. The Filipino teachers are paid salaries ranging from \$240 to \$600 per year.

The bureau has prepared a statistical table showing the educational qualifications of the American teachers now employed by them. The table is summed up by *The Philippine Teacher* as follows:

"Out of 823 teachers so classified 12 males and 6 females have had common school education only; 26 males and 8 females have had high school education but not graduated; 68 males and 22 females have had high school education and graduated; 118 males and 46 females have had normal school education but not graduated, while 67 males and 21 females have had normal school education and graduated; 119 males and 22 females have had college or university education but not graduated, while 215 males and 27 females have had the same grade of education and graduated; 42 males and 4 females have had college or university education and graduated and also done post graduate work, and only 3 are classified as having qualifications unknown."

Helplessness of Schools in the South.

Dr. Agnes Valentine Kelly in a recent number of the *Arena* made an appeal to the North for help and encouragement in carrying on educational work in the rural districts of the South. "Comparatively few northern people," she writes, appreciate the comparative helplessness of many of the southern states, due primarily to the widespread desolation wrought between the years 1861 and 1865, and from which the southern states, and especially those on the gulf, have been slowly struggling since the era of reconstruction. The people of many of these commonwealths, notably Alabama, Louisiana, and Mississippi, are poor. The states are poor. The governments are not in a condition as yet to furnish popular education for their people, especially in the rural and outlying districts. I think it is safe to say that no people in the confines of our republic are more eager or anxious for education to-day than the white citizens of the rural districts of Louisiana, Alabama, and adjoining states; and I believe that it is equally true that when the problem of popular education in these rural districts is solved we shall have gone a long way toward solving the race question. These states are potentially rich, but they are paralyzed, and until they are in a position to give good school facilities to industrious, enterprising, home-building people the tide of new life that should be pouring into their borders will pass to other commonwealths.

"A good school-house in any community will stimulate the people to provide by local taxation for the maintenance of eight months' schooling, and less than eight months per year is insufficient to equip a child for citizenship or social service. Now, a word in regard to the work which I am trying to do. I have promised the governors of Louisiana and Alabama to undertake the task of building one hundred plain country school-houses in these two commonwealths. Some of this work I can do alone, and so far as my means will permit I cheerfully devote them to the cause; but to accomplish the entire task I must have help. You (in the North) give munificently to universities, to public libraries, to churches, to the missionaries in China, India, and Africa; but where in all the wide world is there a more fruitful field for effective work than the rural primary schools in the South where there are tens of thousands of bright, intelligent American boys and girls eager for that start which the primary school alone can give?"

Peace Teaching in Schools.

The movement inaugurated by Secretary George H. Martin, of the Massachusetts State Board of Education last spring, says *The Boston Transcript*, to have May 18 the anniversary of the opening of The Hague Conference, observed in all the schools of the state by appropriate exercises to inculcate peace principles and knowledge of the peace movement was advanced immediately by similar efforts on the part of the school authorities of Ohio and Kansas. The interest in these efforts is so general and so warm that it is expected that May 18 next year will be observed in many of the states, and that the recognition of the day in the schools of the country will become universal. This is one of many ways in which the schools may be gradually transformed from nurseries of war spirit, which a crude teaching of history and a false patriotism too often make them, into genuine schools of peace and good will to men.

In European countries, especially in France, schools and teachers are more interested in this matter than we are. The Association of French Public School Teachers has expressed itself warmly in behalf of universal peace. In a resolution the society declares that the teachers are energetic disciples of peace.

The International Congress of Public School Teachers, which met in Lutich not long ago, devoted an entire day to the theme: "What can the schools contribute to the spread of the peace idea?" The conclusion expressed by the congress was that the entire instruction in all the schools must be permeated with the peace spirit; that especially the history of conquerors and of wars of conquest should be supplanted by the history of the advance of the humane spirit, the history of the great benefactors of mankind, the inventors, the discoverers, the scholars, the artists. Instruction in history should be of a kind to show the great law of solidarity which unites all men, all the intellectual and spiritual workers of the past. Thru geographical instruction it should be shown how the living generation works in the same way; how the lines of trade and communication are established, extended, and multiplied, in spite of rivers, mountains, and seas; how the exchange of the products of all lands secures a common life on a broader and more comfortable basis, a life which corresponds much more to the material and intellectual needs of man. The students should be shown that the greatness of a people does not consist in the number of its military triumphs, but in its agricultural, industrial, scientific, artistic, and literary productions, in its constitution, in its institutions for the weak, the orphaned, the unfortunate, and the sick. The congress united in certain general statements and certain definite, practical propositions, as follows:

1. The children must be taught to understand that there are not two kinds of morality, one for nations and another for individuals.

2. The children must be permeated with the feeling of brotherly love towards all the peoples of the earth, without distinction of race, color, or religion.

3. They must be influenced to respect all life, not only the life of man, but also of animals, in this way being led to overcome childhood's destructive tendencies and to feel more sensitively the horrible character of war.

4. The children must learn, along with the feeling of their own right and dignity, respect for the right and dignity of others.

5. The idea of righteousness and justice must permeate the children, and they must learn that love of country does not stand opposed to love of humanity.

The particular educational recommendations made by the congress were as follows:

1. Two peace festivals should be held annually in all the schools of the civilized nations, one on the

22d of February and one on the 18th of May, the anniversary of the opening of The Hague conference.

2. Everything possible should be done to promote the travel of students and young teachers in foreign lands in order to establish and multiply good relations between them and the young people of other nations.

3. The exchange of visits between students during holidays should be promoted.

4. Organizations should be arranged by which differences and troubles arising among the students should be settled by a tribunal composed of students themselves.

Short Noon Hour for High Schools.

Dr. Callahan, of the Colorado State Preparatory school, presents the following reasons in the *Rocky Mountain Educator* for a short noon recess in high schools. His observations apply to almost any town in the state having a separate high school:

The grammar schools are located in various parts of the city to accommodate the pupils and they can go home to their dinners and take their time to do so, but the high schools are not so many and are in the heart of the city or as near as possible to the same, and not conveniently located for the purpose of giving the pupils time to go home. Hot meals are to be had at the schools. He further says that it is necessary that high school pupils have recreation after school hours and before the night studying begins. Pupils in the grammar schools are not expected to study after night and do not need the recreation every afternoon which the high school pupils require who are expected to put in some time after night with their books. He says that physicians as well as prominent educators have carefully investigated this matter and they favor the half hour for luncheon plan.

Brave Mr. Alexander.

This is the story that the Rev. Dr. Henry A. Stimson is reported by the newspapers to have told from his pulpit in New York: A dozen or more insurance financiers were assembled in a room just prior to the exposure of the affairs of the Equitable Life. Its president, James W. Alexander, stood before them and pleaded for a change of method, announcing the course he proposed to take in case of their refusal. He could endure existing conditions no longer. They said, "It will ruin you." He replied: "I know it. There is a saying of the ancients, 'Let the man who has the fewest years to live be the sacrifice.' I am the oldest man present. You with your millions may weather the storm. I shall go upon the rocks, but my conscience will be clear." Mr. Alexander did go on the rocks. According to current accounts he is a man broken in body and in mind, and with slight chance of recovery. But of all the men seriously involved in the insurance investigations, he has suffered least in reputation. There is a strong sentiment to the effect that he never knowingly or intentionally did what was wrong. If it is true that he brought the crash down on his own head from the motives, and with the expectations that Dr. Stimson relates, the policyholders may one day build a monument to him.

Rules For Not Reading.

Here are Emerson's famous rules for reading adapted to more modern conditions, as propounded by the well-known critic and reviewer, Mr. H. W. Boynton, in *The Outlook's* Annual Book Number:

I suppose there are no better known or more generally disregarded rules for reading than these of Emerson's: (1) Never read any book that is not a year old; (2) never read any but famed books; (3) never read any but what you like. Probably nothing better can be done with these bits of advice than to disregard them, if it becomes a question of taking them literally and as rules. Only the third will bear close examination, the two others are merely hints. Certainly Emerson did not expect his own books to be put in cold storage for a year before they actually got upon the market. He must have counted on a few persons here and there to undertake the drudgery of making his work known to fame. I do not mean reviewers, but persons in real life, reading what they like. Literary criticism does not make fame, it simply accounts for it. Moreover, formally critical minds are exceptional in the nature of things, and Emerson was thinking of the

ordinary reader. He believed that this reader spends a good deal too much time over the "just out" books. He therefore exhorts him in his uncompromising way, to abstain totally from his favorite indulgence. He next proposes a pretty stern alternative, and appends the third rule as a saving clause to mitigate the austerity of the second.

It was always Emerson's habit to affirm rather than to qualify. How much less effective these suggestions would have been if he had given some such form as this: (1) The chances are that any given new book will not be worth reading for persons who are anxious to use their time for reading to the best advantage; (2) the chances are that the best-known books are the best books, for a few books do not survive from among many without good cause; (3) they survive because they have given pleasure to more persons, and a more permanent pleasure, than other books have. Some of them will not hold pleasure for you. Read those which do.

Golden Threads.

These golden bits from the wise men come printed on a neat slip with the compliments of The Century Co.

And books, we know,
Are a substantial world, both pure and good.
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.

—WORDSWORTH.

A blessed companion is a book,—a book that is fitly chosen
is a life-long friend.

—DOUGLAS JERROLD.

A good book is the precious life-blood of a master-spirit,
embalmed and treasured up on purpose to a life beyond a life.

—MILTON.

Man walks the earth,

The quintessence of dust:
Books, from the ashes of his mirth,
Madness and sorrow, seem
To draw the elixir of some rarer gust:
Or, like the stone of Alchemy, transmute
Life's cheating dross to golden truth of dreams.

—JOHN TODD HUNTER.

"Yes, do you send me a book . . . not a bargain book bought from a haberdasher, but a beautiful book, a book to caress—peculiar, distinctive, individual: a book that hath first caught your eye and then pleased your fancy; written by an author with a tender whim, all right out of his heart. We will read it together in the gloaming, and when the gathering dusk doth blur the page, we'll sit with hearts too full for speech and think it over."

—Dorothy Wordsworth to Coleridge.

Poor Poland!

A passionate presentation of the wrongs of Poland, from the lips of the Polish hero of the story, is not the least interesting and impressive chapter of Rupert Hughes's new musical novel, "Zal." Ladislav recounts the tyrannical conditions imposed by Russian rule—boys may not linger in the street to talk together, nor appear in other than Russian uniform without being imprisoned; a Polish gentleman may not carry a key to his own house, and the servant who opens his door he knows may be a spy; the people cannot elect their own Congress, nor vote their own taxes; always they are treated as a conquered people.

"Our very language is forbidden in the courts and public places, children may not speak Polish in the school-houses. It is against the law to teach Polish in our schools—except just lately the Czar permits it for two hours only each week. It is as if one who lashed us with a whip of twelve leather thongs, with balls of lead, should take away two of them and say, 'We lash you now with only ten leaden balls, and yet you are not content.'"

THE SCHOOL JOURNAL

A WEEKLY JOURNAL OF EDUCATIONAL PROGRESS

For superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 35th year. Subscription price, \$2.50 a year. Like other professional journals *THE SCHOOL JOURNAL* is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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Historic Palaces of Paris. III. The Hotel de Crillon.
Camille Gronkowski.

In the Court of the Empress Dowager. III. Conclusion.
Katherine A. Carl.

Cole's Engravings of Old Spanish Masters. Timothy Cole.

HARPER'S MAGAZINE.

Seventeenth Century Epigrams. Edmund Gosse.
The Integrity of American Character. Grover Cleveland.
The Linguistic Authority of Great Writers. Thomas R. Lounsbury.

The Slave Trade of To-day. Part IV. Down to the Coast.
Henry W. Nevins.

ATLANTIC MONTHLY.

Woman Suffrage in the Tenements. Elizabeth McCracken.
The Tenth Decade of the United States. V. Andrew Johnson and "My Policy." William G. Brown.
Books New and Old. H. W. Boynton.
Significant Books of Music. W. J. Henderson.

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The Children Who Toil. Robert Hunter.
President Harper of the University of Chicago. J. W. Linn.

APPLETON'S BOOKLOVERS.

Four Paintings. Robert Reid.
Japan: Our New Rival in the East. Harold Bolce.

THE CRITIC.

The Critic's Gallery of American Art. H. St. G.
Modern American Miniature Painters. Homer Saint Gaudens.
Christmas with the Poets. Edith M. Thomas.

THE METROPOLITAN.

Shakespeare's Heroines. Four color drawings by Henry Hutt.

LIPPINCOTT'S.

Memories of Some Generals of the Civil War. Wirner Bedford.

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The Story of American Painting. Charles H. Caffin.
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How Burbank Produces New Flowers and Fruit. Garrett P. Serviss.
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SUCCESS.

Money-making At Home. Anna Steese Richardson.
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The Interior Finish and Furnishing of the Small House.
Margaret Greenleaf.

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Christmas in France. Flora McDonald Thompson.

GOOD HOUSEKEEPING.

Handicraft. IV. Christmas Gifts. Berthe Mirabeau.
The Gavel in Fair Hands. Minnie F. Hanenstein.

THE DELINEATOR.

Castles in Spain. Part I. John Luther Long.
Brass and Copper Utensils. (The Collectors' Manual). N. Hudson Moore.
Some Heroines of Shakespeare, by their impersonators: Juliet, Eleanor Robson.
Stories and Pastimes for Children. Gabrielle E. Jackson.

WOMAN'S HOME COMPANION.

Ye Old-Time Christmas in Merry England. John Southworth.
Hand-made Christmas Gifts. Evelyn Parsons.

REVIEW OF REVIEWS.

The Progress of the World.
The Russian Situation as it was in November. W. T. Stead.
The University of Texas and its New President. Prof. George P. Garrison.

THE BOOKMAN.

Twenty Years of the Republic. Harry Thurston Peck.
Nine Books of the Month.
Country Life in America.
Old English Christmas Carols. B. Ostertag.
Winter Sports, Old and New. Jean McIlwraith, A. R. Dugmore, and Arthur H. Gleason.

NORTH AMERICAN REVIEW.

The Powers in Asia. Lieut. Gen. von Alten.
Condition of the Jews in the Past and Present. Dr. Isador Singer.

THE OUTING MAGAZINE.

The Names of Reptiles. C. W. Beebe.
The School and College World. Ralph D. Paine and Walter Camp.

THE WORLD TO-DAY.

The Paintings of Charles Hovey Pepper. Allan French.
The Making of the Modern Newspaper. Alfred C. W. Harmsworth.
Orchards in the Desert. J. Laurence Laughlin.

THE CRAFTSMAN.

Municipal Art in Chicago: Civic Renaissance Planned for Western Metropolis. L. M. McCauley.
Rossetti and Botticelli. A Comparison of Ideals and Art. Wildred B. Shaw.
Two Historic Pageants, Cortege Allegorique and Tournoi De Chevalerie, in Brussels. Albert M. Michelson.

The Past.

By W. B. DEANE.

As one who climbs the path that leads to heights,
Where cold and wintry winds forever blow,
Will oftentimes pause 'mid bleak and barren scenes
To view the vale which lies far down below:—

The vale by Nature's hand so richly blessed,
The sun seems there to shed its brightest ray;
The sweetest, fairest flowers seem there to bloom;
The birds seem there to sing their merriest lay:—

So climbing Life's path where the shadows crowd,
And groping 'round a foothold sure to find,
I oftentimes turn to view with longing eyes
The vale of youth which lies so far behind:—

The vale of youth where sorrows were unknown;
The lightest cares ne'er entered to annoy;
Each day, soon as it reddened in the sky,
Brought to my waiting heart its own sweet joy:—

So upward more slowly the path I climb,
And darker grows the landscape, and more drear,
Yet all is well while from that distant vale,
The echoes of the past I still can hear.



Laetitia sprang forward and, kneeling down, detached a little slip of paper. From *Revolutionary Stories*.

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Notes of New Books.

Gleason's GREEK PROSE COMPOSITION is designed to meet the usual college entrance requirements in Greek prose composition, including those of the College Entrance Examination Board. The portion of the text usually required is treated intensively, the illustrations and exercises being based on the first eight chapters of Xenophon's Anabasis, Book I, which introduce a large majority of this author's constructions and vocabulary. The treatment is such that after a thoro study of the course the student is equipped for composition work in connection with any portion of the Anabasis. The volume is divided into three parts. The "Summary of Grammar" is a concise presentation of what seems to be the best expressions of the four leading grammars, with examples drawn, for the most part, from the first book of the Anabasis. References to these grammars are included. The "Exercises" are remarkable for their simplicity, their easy and natural development from the simple subject and predicate to the various clauses and more complicated constructions. Drill is afforded in both oral and written composition. The last eight lessons constitute a review of the corresponding chapters of the story and of all constructions previously encountered. A system of cross references is maintained thruout. The "Vocabulary" is complete. The author is Clarence W. Gleason, of the Roxbury Latin school, who has also written a widely used "Greek Primer." (American Book Co.)

A volume entitled CHINESE LIFE IN TOWN AND COUNTRY is the result of four years of study of this strange people and their institutions by Emile Bard. At present the great East claims the attention of the whole civilized world. The Chinese and the Japanese, after a seclusion of ages, are now in the lime-light of history. Some say that the Chinese are the more promising race of the two. They are a practical people that are going to make their way in the commercial world. In



Dante Gabriel Rossetti's "The Blessed Damozel." From "How to Study Pictures," by Chas. H. Caffin.

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Holman Hunt's "The Light of the World." From "How to Study Pictures," by Chas. H. Caffin.

Copyright, 1905, by The Century Company, publishers.

this book Mr. Bard gives some very interesting chapters on Chinese traits, Chinese women, ancestor worship, religions, superstitions, missionaries, government, justice, money, merchants, and many other topics. Like all other observers, he finds the Chinese very different from Western peoples, but this does not necessarily imply inferiority. Their institutions must have been very vigorous to have survived the Manchu conquest. They have absorbed the Tartar race, imposing upon it their own civilization. They have succeeded in almost suppressing the Manchu language, replacing it by their own. Their empire has outlived the old monarchies, as Babylon, Nineveh, Macedonia, and Rome, which long since crumbled to dust. In his estimate of the Chinese the author has avoided being too optimistic, like the missionaries, or too pessimistic, like the average Western man; he has held to middle ground. The book has many beautiful page plates, besides decorative pieces for the beginning and end of chapters. (G. P. Putnam's Sons, New York.)

NORTHLAND HEROES, by Florence Holbrook, principal of the Forestville school, Chicago.—In this volume the author tells the stories of the Danish Beowulf and the Swedish Fridthjof. The children should be at least as well acquainted with these, the heroes of our northern ancestors, as they are with the mythical characters of Greece. The tales have been told very simply but dramatically, and without losing the poetic quality of the original. "The Story of Fridthjof" is based upon Holcomb's translation of Bishop Tegner's poem, "The Saga of Fridthjof." "Beowulf" is of course a prose version of the famous epic. The book has a number of good illustrations. (Houghton, Mifflin & Co., Boston. Price, 35 cents, net, postpaid.)

There can never be an excuse for a dull evening in any sort of entertainment if BRIGHT IDEAS FOR ENTERTAINING, by Mrs. Herbert B. Linscott, is near at hand. The book contains more than two hundred forms of amusement for social gatherings of all kinds; large or small parties, clubs, sociables, church entertainments, etc., with special sug-

gestions for birthdays, wedding anniversaries, Hallowe'en, all Fools' Day, Christmas, New Year, and other holidays. (George W. Jacobs & Co., Philadelphia.)

No. 33 of "The Red Letter Library" is A SIXTEENTH CENTURY ANTHOLOGY, edited by Arthur Simonds. Besides some fifty anonymous songs, the following poets are represented: Sir Thomas Wyatt, Edmund Spenser, Richard Verstegen, Thomas Howell, Sir Walter Raleigh, Anthony Munday, Henry Constable, Samuel Daniel, Michael Drayton, Christopher Marlowe, William Shakespeare, Thomas Campion, and Sir Henry Wotton. The lyrics, for the poems are all lyrics, are well chosen, and the little volume is most suitable for a holiday gift. The books of the "Red Letter Library" are bound in red leather, with gilt edges, and the printing is excellent. (H. M. Caldwell & Co., Boston.)

THE HEART OF LADY ANNE, a novel by Agnes and Edgerton Castle, is a quaint and charming story of the olden time. In the eyes of some—of those, at least, who happen to have followed with any interest the career of "Incomparable Bellairs" thru the "Bath Comedy" and sundry other stories—the Lady Anne of the present tale may derive a special luster from her friendship with Kitty, who still guides the plot and leads the cantrips. In manufacture this is an unusually ornate and beautiful work of fiction. It has four full-page illustrations in full color by Ethel Franklin Betts. Each chapter has a full-page decorative illustration and a decorative initial in turquoise blue and black by Frederick G. Hall, who furnishes decorative title page and end-papers also. (F. A. Stokes Company, New York.)

ROMANCES OF OLD FRANCE, by Richard Le Gallienne, is an interesting collection of tales, just right for a Christmas offering, for aside from their literary value they are bound within very attractive covers, printed on excellent paper, and accompanied by numerous illustrations. (The Baker & Taylor Co., New York.)

THREE DAUGHTERS OF THE CONFEDERACY, by Cyrus Townsend Brady.—It is seldom one finds three such interesting stories as the ones which make up this volume. The

author has succeeded in bringing out with great vividness the personal charms and rare patriotism of Southern women during the war. Each story is filled with exciting incidents and adventures holding the reader's interest all the way. A critic has said that of all the novels and romances written by Dr. Brady those of the civil war have met with the warmest welcome. The present volume will add greatly to his reputation. (G. W. Dillingham Company, New York.)

LITTLE MISS SUNSHINE, by Gabrielle E. Jackson, is another delightful story for girls, from the pen of a favorite author. This time it is about a little girl "Sunshine," who does many happy and blessed things for those she loves. Among the chief incidents of the story is the finding of Marion's examination papers, which clears up rather an unpleasant mystery. Another incident is the part Sunshine plays in finding the secret drawer in the cabinet and a will which leaves a fortune to Marion's father just as he is about to fail in business. The whole effect of the story is helpful, and shows what a truly sunshiny little girl can do to lighten the burdens of other folks. (D. Appleton & Co., New York. Price, \$1.50.)

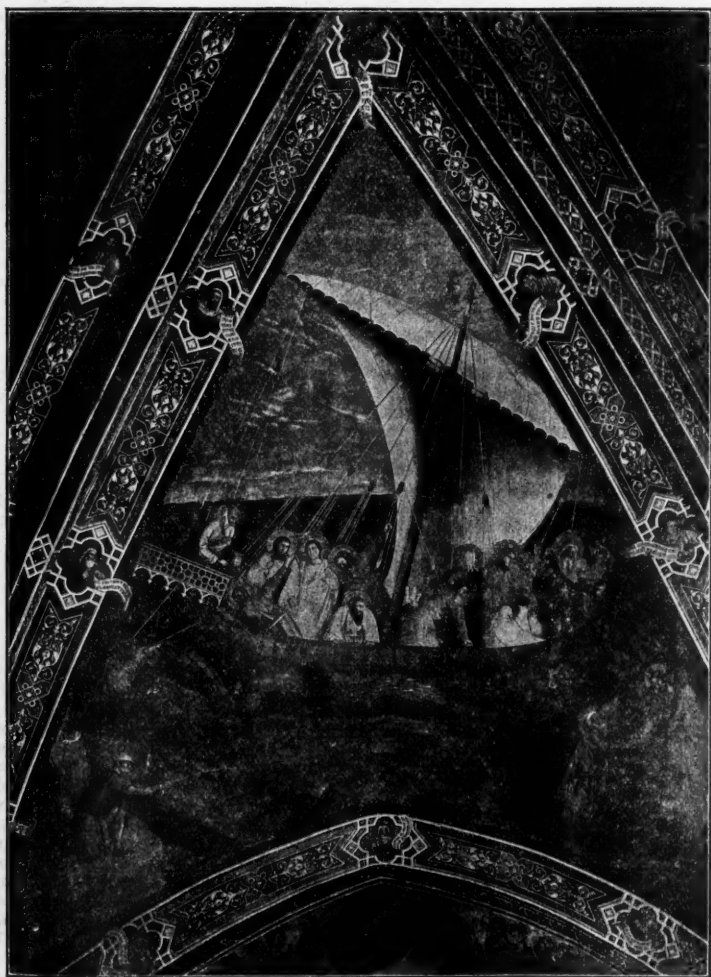
LITTLE COMRADE, the story of a cat, and other animal stories, by Gabrielle E. Jackson, is just the kind of a book for young folks who love animals, especially cats. The author has woven in many helpful suggestions along with the adventures of "Kamera-Ichen," "Sergeant," the "Little Derelict" and Madge Harding's "Curmudge." (D. Appleton & Co., New York. Price, \$1.00.)

THE MAN OF THE HOUR, by Octave Thanet.—This book treats of one of the burning questions of the day—the labor question. The author has long been known as a writer of short stories, but in this volume she has shown she is equally a master of the full-fledged novel. John Winslow, "the man of the hour," is the son of an American captain of industry and a high-strung Russian princess. He throws himself and all his money on the side of the workmen in the Chicago strike, but finds out at last that he has sacrificed himself in vain and has done an irreparable injury by encouraging the workmen in an effort that could only result in ruin. In other words, the book shows up some of the mistakes of the labor movement. Besides being a purpose novel, it is also a good love story. Winslow wins by indomitable perseverance, by the strength of noble ideals, and by the stimulus of a noble love. (The Bobbs-Merrill Co., Indianapolis.)

ANIMAL SNAPSHOTS AND HOW MADE, by Silas A. Lottridge, is a good deal more than a treatise on taking photographs. It is a delightfully written nature book, full of anecdotes and stories of birds and animals by one who has lived among them in their native haunts, and who not only knows their ways, but knows how to tell about them in an interesting manner. The book contains a large amount of material that will aid teachers in preparing for lessons in nature study. It will be enjoyed by the pupils, too, for even those who are too young to read the text will be delighted with the beautiful pictures of the birds and other animals all young people love so well. (Henry Holt & Company, New York.)

RED FOX is the latest book by Charles G. D. Roberts, the well-known writer about animals and kindred topics. It is his first long animal story, and one that is of absorbing interest from cover to cover. The adventurous career of Red Fox in the Ringwaak wilds is narrated, culminating in his final triumph over the enemies of his kind. It is a charming literary production, as well as an exhaustive study in natural history. Mr. Roberts is called the Landseer of Literature, and readers of this volume will confess that he has well earned the title. The book is a square 12mo, with cover design, fifty full-page plates, and many decorations from drawings by Charles Livingston Bull. (L. C. Page & Co., Boston. Price, \$2.00.)

THE EASY FIRST READER, the second in the Buckwalter series of readers, has many commendable qualities. The book is well graded, the stories will interest children, and the typographical make-up is excellent. The author of the series is Mr. Geoffrey Buckwalter, supervising principal of the Mt. Vernon school, Philadelphia, a teacher of experience as well as a successful writer of textbooks. Schools contemplating taking up something new in the way of readers will do well to examine this book with care. (Parker P. Simmons publisher, New York city.)



La Navicella di San Pietro—Giotto. From "Appreciation of Pictures," by Russell Sturgis.

Copyright, 1905, by The Baker & Taylor Co., publishers.

The Educational Outlook.

Under the new educational law passed by the recent legislature in Pennsylvania all the present sectional school boards will lose their offices next April.

In Portsmouth, England, there are at present 7,784 pupils between three and five years of age.

Since last June the Philadelphia board of education has issued 3,948 labor certificates authorizing the employment of children between fourteen and sixteen years of age.

Parents and school authorities of Spokane, Washington, are thoroly aroused and indignant over the report that members of the Spokane high school football team have frequently been "doped" with strychnine. As an excuse for this outrageous practice the coach of the team says that the use of the drug puts life and ginger into the boys when they are exhausted. Steps will be taken immediately to stop the practice.

The board of education in Chicago is taking steps to find out why the janitors of the school buildings persist in ignoring the orders of the principals and teachers. For some time these "uncrowned czars of the school system" have been very obnoxious. Believing themselves to be safely entrenched behind the labor unions they have been neglecting their duties.

The third annual educational convention under the auspices of the Philadelphia Teachers' Association was held in that city on Dec. 11, at the Central high school. The general topic for discussion at the meeting was "Superintendency." Among the speakers were Supt. Calvin N. Kendall, of Indianapolis, Supt. Clarence F. Carroll of Rochester, N. Y., and Supervisor Stratton Brooks of Boston.

A speaker in a recent teachers' meeting in Ohio said that "of two hundred children who enter the first grade, twelve complete the eighth grade; ten enter high school; two are graduated from high school, and one pupil alone is destined to be graduated from a college."

The topic for discussion at the meeting of the Monroe and Orleans, N. Y., Counties Principals' Association at Rochester, on Nov. 18, was "The 1905 Syllabus: How Are the New Courses Working in the Schools?"

Dr. H. K. Wolfe, who for a number of years was principal of the Lincoln (Neb.) high school, has accepted a position in the University of Nebraska as professor of educational psychology.

Prin. B. G. Ells, of Scottsville, N. Y., has been appointed principal of the American school at Cochoveira, Brazil.

Prin. Charles I. Webster, of the Franklin public school, in East Orange, N. J., has been appointed editor of *The East Orange Gazette*.

Among the speakers on the program of the Kalamazoo, Mich., County Teachers' Institute held at Kalamazoo Dec. 8-9, were Pres. James B. Angell, University of Michigan; Prof. H. H. Barrows, University of Chicago; and Pres. E. G. Lancaster of Olivet.

Supt. O. J. Kern, of Illinois, has issued an attractive pamphlet entitled, *The Winnebago County Schools Annual*. Among the numerous illustrations are those of the two gold medals awarded the schools of this county by the Louisiana Purchase Exposition.

A number of prominent religious workers from various parts of the country met in Albany, N. Y., on Nov. 22, and incorporated The Winona Bible School for New York. The purpose is to conduct a school for teaching the Bible. Among

the directors are Henry J. Heinze, Pittsburgh, Pa.; John M. Studebaker, South Bend, Ind.; Alexander McDonald, David Allen Lindley and Leslie J. Tompkins, of New York.

The Physical Directors' Society of the Young Men's Christian Associations of North America have recently published a bibliography of physical training literature. The list includes about 6,000 titles of books, pamphlets, and articles from the various periodicals, with more than 250 sub-classes.

The bibliography is not a mass of material loosely thrown together. The material is classified and arranged according to the scheme already adopted by a number of the leading libraries on physical training. This arrangement enables the specialist in physical training to have the material in his own library and that in the public library arranged on the same basis. The book contains some 250 pages and costs \$3.00 net.

Prof. W. H. Lynch, an old-time friend of *THE SCHOOL JOURNAL*, and a veteran school teacher, attended the recent meeting of the Douglas (Mo.) County Association held in Ava. Prof. Lynch is now connected with the Missouri State Life Insurance Company, of Springfield, Mo.

At the recent meeting of the Town and City Superintendents' Association of Indiana, held in Indianapolis, the following officers were elected: Pres., Supt. H. B. Wilson, Franklin schools; Vice-Pres., Supt. J. B. Pearcey, Anderson schools; Sec'y, Supt. C. H. Copeland, Fairmount schools; Treas., Supt. H. G. Woody, Greencastle schools; Chairman Executive Committee, Supt. C. S. Meek, Elwood schools.

The College Pension Fund.

A notable gathering of educators met at the home of Mr. Carnegie in New York on Nov. 16, to discuss and arrange for the distribution of the ten million dollar pension fund for teachers. Dr. Harper of the University of Chicago was the only trustee absent. President Eliot of Harvard was elected chairman of the board of trustees, President Harper vice-chairman, and President Thwing of the Western Reserve university, secretary.

It was voted to leave the active management of the fund in the hands of the executive committee, with the president of the board as ex-officio chairman. Pres. Henry S. Pritchett, of the Massachusetts institute of Technology was elected as the chief executive. The executive committee named consists of President Butler of Columbia, President Wilson of Princeton, Prof. Charles C. Harrison of the University of Pennsylvania, President Humphreys of Stevens institute, Mr. Frank A. Vanderlip, vice-president of the City Bank; and Robert A. Franks, president of the Hudson Trust Co. of Hoboken, who is Mr. Carnegie's financial secretary. T. Morris Carnegie was named as treasurer.

It will be at least three months before the work of awarding pensions will begin.

Education Waits on Good Teeth.

Dr. J. W. Galvin of Louisville, Ky., is reported to have under consideration the introduction of a resolution before the board of education of that city, which will provide for the appointment of a corps of dentists to take care of the defective teeth of the school children. One editor in speaking of this idea says that Dr. Galvin, who has looked into many mouths, perceives a grave defect in our educational system. "Good teeth, good humor, and good digestion," reflects the good doctor, "go together." "By these

easy logical stages, he proves that there cannot be good humor without good teeth, or good digestion without good humor, or good lessons without good digestion. So on dental reform hangs all the educational law and the prophets—a proper guardianship of incisors and molars is the basis of sound pedagogy."

Race Problem in Chicago.

The white and colored pupils of the Tilden school in Chicago recently engaged in a pitched battle on account of some dispute over the action of one of the colored pupils. The school board is conducting an investigation. For some time the authorities have been facing the race problem in the schools of Chicago. From time to time requests have come from white parents to have their children transferred from schools attended by colored pupils. These requests have been followed up by parents' meetings, the main business of which was to demand such transfers.

At first many of the requests were granted, but the demand has become so great that the board of education has been obliged to adopt a policy denying such requests.

In speaking of the trouble Superintendent Cooley said: "We are facing an unusually serious problem. How we shall handle it I cannot say at this time. The demand for transfers on the part of parents of white children has steadily grown. Something must be done to prevent further trouble, and what is to be done should be done at once."

Members of the board of education are at a loss as to the proper solution of the difficulty.

Scheme to Secure Questions Frustrated.

By a bit of clever detective work the state commissioner of schools in Ohio recently ran to earth a scheme to furnish certain teachers with examination questions so that they would be prepared to pass the tests with high marks. The investigation was started after a number of teachers in one of the counties who had never taken examinations before, received such high grades that if the certificates had been issued to them the latter would have been good for a term of three years.

Indiana State Teachers' Association.

The program prepared for the meeting of the Indiana State Teachers' Association at Indianapolis is full of points good for discussion. The following will indicate the scope and interest of the program: "The Disproportion of Boys and Girls in the higher grades of our public schools, and especially in the high schools," Pres. E. B. Bryan, Franklin college. This subject will be discussed from the standpoint of the common school, the high school, the technical school, and the home. "The Next Step in Securing Better Salaries for Teachers," State Supt. Fassett A. Cotton; "That Boy" and His Teacher," Bishop John H. Vincent; "The High School's Portion of Higher Mathematics," Prof. D. A. Rothrock, Indiana university; "Some Problems of High School Latin," Prof. Warren S. Peters, Shelbyville high school; "English Work in the Country Schools and the Township High Schools," County Supt. John F. Haines, of Hamilton county; "The New Education in Relation to Public School Music," Mr. Will Earhart, Richmond; "To What Extent Should Conversational German Be Made a Part of a Two-year High School Course and of a Four-year High School Course?" B. C. Von Kahlen, Fort Wayne; "Fundamentals of the Kindergarten Program," Miss Alice E. Winder, Richmond.

In and Around New York City.

The board of education has decided to allow the committee on by-laws to have until Jan. 1 to report on the proposed amendments to the charter.

The Association of Women Principals of public schools of New York city gave a reception at Sherry's on Dec. 9. President Tift of the board of education was the guest of honor.

The board of superintendents has concluded not to introduce the study of photography into the public schools. This decision was reached after considering a recommendation from the committee on course of study.

The kindergartners of P. S. No. 46, Manhattan, recently held a very enjoyable session with the mothers of the children under their charge. Addresses were made by Prin. William A. Boylan, Dr. Jenny B. Merrell, and Dr. Church.

The department of fine arts in Pratt institute is conducting an exhibit of the engravings of Elbridge Kingsley. The exhibition is in the art gallery and will be open day and evening until Dec. 20.

At a recent election in Maryland it was decided that the colored children in the public schools should not receive new free text-books. The Democrats, who opposed the idea, claimed that while the colored people of the state contribute only \$85,000 toward the school fund, there is expended for them \$425,000 each year. If the children received free text-books it would mean an additional tax of from \$85,000 to \$150,000 per annum, which would fall upon the white people of the state.

At the regular meeting of the New York Schoolmasters' Club on Dec. 9 the chief address was made by Mr. William Sherer, superintendent of the New York Clearing House. His subject was "The Bank Clearing House System." The following gentlemen were elected to membership: Edwin Morgan, Wellington E. Gordon, Samuel E. Shull, and John A. Fitzer.

According to the report of the manager of the 1904 Columbia football team, almost \$30,000 was expended during the season of two months. Only two educational branches of the institution exceed this sum.

Girls' Athletic League.

The growing success of the Public School Athletic League has impelled the promoters of the organization to extend its benefits to the school girls of the city.

In order to bring the matter prominently to the front a meeting of ladies interested in the physical development of girls was held at the home of Mrs. James Speyer, at 257 Madison avenue, on Nov. 28.

Gen. George W. Wingate, president of the league, presided at the meeting, and in his remarks outlined briefly the plan of extending the work so as to include the girl pupils of the New York public schools.

At the conclusion of his address, General Wingate called upon Miss Grace H. Dodge, who began by saying that the subject of introducing athletics for the needs of girls demanded careful study.

"We must recognize," she continued, "that as girls are different from boys, flighty different exercises and methods of training may be necessary. Some one asked me as I came in if we were going to teach girls football. Well, I hope not,

A writer in the Virginia Medical Monthly deals with all cases of neuralgic pain by prescribing antikanmia tablets. The dose is two tablets, repeated every three hours, until relieved. We have convinced ourselves of their value by actual trial. Keep a few tablets about your office. They will come in handy.

particularly that style of football of which we see so much at the present time. The principles of truth, honesty, and fair play must be embodied with the athletic training, and the problem of how this training is to be given so as to produce the best results is a serious one and needs our careful attention.

"I believe it to be one of the important services which such a great athletic association as the Girls' Branch of the Public School Athletic League of New York City is to be, can render to the future women of this city, is to give them such opportunity for learning self-control as comes only from the actual experience during strenuous competition. If women are to compete, let us give the girls whatever advantage we may, that they may know how to compete with the least wear and tear, with the most effectiveness and most fairly. I know of no way in which the spirit of fair play and self-control under strenuous conditions can be better developed during girlhood than by suitably regulated athletic sports."

Dr. Luther H. Gulick, director of physical training in the New York schools, spoke in favor of the scheme as presented by General Wingate.

"It will take many millions of dollars," said Dr. Gulick, "to duplicate the piece of machinery that should touch the children of this city as they are now touched thru the board of education. It is possible to use a large fraction of this machinery to affect the health and character of boys and girls in addition to the effects which are produced by the regular school work.

"This is the one institution of the city that is capable in its form of organization of affecting practically all the children of the city. All other forces of organization for boys and girls break down, so far as they have been tried as yet, when the numbers run up past the hundreds into the thousands. Here we have a great piece of machinery at our hands, which can be utilized with relatively little work or expense."

During the meeting Mrs. Henry Siegel offered a prize of \$50 for the best method that might be presented to the board of managers, which would combine the essentials of moral, ethical, and athletic discipline.

The following ladies were elected as officers of the girls' branch of the league for the coming year: Pres., Miss Catherine S. Leverich; vice-presidents, Mrs. James Speyer, Mrs. Cleveland H. Dodge, Mrs. Henry Phipps, Miss Margaret Chandler, Mrs. S. L. Guggenheim; Sec., Mrs. Arthur J. Trussell; Treas., Mrs. Egerton L. Winthrop, Jr.; Board of Managers, Mrs. Isaac N. Phelps Stokes, Mrs. Wm. Curtis Demarest, Mrs. Archibald Alexander, Mrs. John B. Lord, Miss Julia Richman, Miss Evangeline Whitney, Miss Martha L. Draper, Miss Jessie H. Bancroft, Miss Josephine Bercehase, Mrs. Farmsworth, Mrs. Felix Warburg, Mrs. Henry Parsons, and Mrs. Charles Fairchild.

Alumni of P. S. No. 14.

The graduates of P. S. No. 14 situated at 225 East Twenty-seventh street, to the number of more than two hundred, have organized an alumni association. President Tift, '68, of the board of education, was made president. The other officers are: First Vice-president, Miss Sarah J. Burke, '59; Second Vice-pres., Miss Sarah Savin, '42; Third Vice-pres., Charles Barry, '59; Fourth Vice-pres., Stuart Stephenson, '65; Treas., James C. Byrnes, '90; Recording Sec'y, John B. Sullivan, '98; Corresponding Sec'y, Miss Jennie Fuller, '92;

The aim of the association is to further the interests of the school, its graduates, and the school neighborhood. The next regular meeting will be held on the fourth

Friday in April. All graduates or members of graduating classes are requested to send their names and addresses to Mr. Fruaff at the school.

Libraries Open at Night.

The movement now on foot to keep the libraries of the city open until 10 p. m. is a good one. "The Astor library," says Librarian Bjerregaard, "is now taxed to its utmost capacity. The daily average attendance is constantly growing. At present it is about 750. How to accommodate 750 readers in a library having but 332 desks is one of the problems we are trying to solve. The opening of the library at night would afford some relief.

"The reading done at the Astor is, above all, one of research and education, very little light and frivolous reading being indulged in. Of the 542,210 volumes called for last year 56,905 books treated of the sciences, 56,338 of law, economics, or sociology, 56,059 of foreign history, 46,481 of applied science, and 40,884 of American history. Only 15 per cent. related to English or American literature, and 13 per cent. to the literature of other languages.

"Such healthy reading as is denoted by these figures should be encouraged, and I am very much in favor of extending the opportunities for it now existing. Any movement looking for the keeping open of the library at night would have the support of librarians everywhere. Most of them take such interest in their profession that they sincerely regret the necessity which now compels the shutting of the doors at 6 p. m.

"I for one would be very glad if the trustees could devise some means whereby this library could be kept open at night. As I understand it, the matter is merely a question of money, and in a city like New York it seems incredible that an obstacle of this kind should be allowed to remain in the way of added educational facilities."

The Educational Exhibit.

Instead of housing the education exhibit of the department of education in the De Witt Clinton high school, as proposed last summer, steps are being taken to place it in the hall of education at Fifty-ninth street and Park avenue.

In preparation for receiving the exhibit, which is now in an uptown elementary school, a room is being enlarged on the ninth floor of the education building. Since the exhibit was brought from St. Louis thousands of teachers have examined it.

Cost of New York Schools.

In view of the growing importance of the public school system Comptroller Edward M. Grout has prepared a volume containing four reports addressed to the board of estimate and apportionment. The first report presents an analysis of the estimate received from the department of education for the year 1906, along with

Get Rid of Scrofula

Bunches, eruptions, inflammations, soreness of the eyelids and ears, diseases of the bones, rickets, dyspepsia, catarrh, wasting, are only some of the troubles it causes.

It is a very active evil, making havoc of the whole system.

Hood's Sarsaparilla

Eradicates it, cures all its manifestation and builds up the whole system.

Accept no substitute.

Specific recommendations pointing out such economies as are thought to be practicable and the needs which must be regarded generously. The remaining three reports connect the inquiry with the facts contained in the reports of the investigation division submitted by the comptroller to the same board in 1904. Proceeding further, they undertake to subject the entire management of the elementary schools to searching yet friendly and impartial inquiry, with the aim of producing the best educational results.

Changes in Board of Education.

It is understood that Commissioners Field and Harkness of Brooklyn, and McGowan, Marks, Frissell, and Kelly will retire from the board of education on Jan. 1. Three of the retiring commissioners are members of the committee on the course of study, including the chairman. As the committee consists of five men and there is a vacancy caused by the resignation of Mr. Jackson, on Jan. 1, there will be but one member on the committee. This member is Commissioner Jonas who believes that too much time is given to the special subjects. In desiring the resignation of the above-named members of the committee it would seem that the mayor intends to aid in securing a modification of the course of study.

In the general upheaval on the first of the year the work of the special committee which is investigating the board of examiners will not, in all probability, be interrupted. In its preliminary report it will be remembered, the committee made numerous suggestions as to changes in the methods of conducting certain examinations. Chairman Man and Commissioner Harrison have been reappointed by the mayor and as they are among the majority members of the committee it shows that he favors the action that has been taken.

Chairman Harkness of the high school committee is to be succeeded by Mr. George Freifeld, who is a lawyer and opposed to the larger powers of the superintendents.

Brooklyn Teachers Association.

At a recent meeting of the executive committee of the Brooklyn Teachers Association the legislation committee reported a case of a teacher who had been absent from school because of nervous prostration, and her principal had declined to sign and approve her application for excuse of absence with pay. It seems that the teacher had failed to notify the principal of the cause of her absence as required by the by-laws. The local board and the district superintendent had both approved the application, but the by-law committee of the board of education had decided that, under the by-laws, the application could not be considered unless approved by the principal. The committee of the association had taken the matter up and hoped to secure the necessary approval.

This case gave rise to a discussion as to the powers of the principals, and it was generally agreed that it was unjust to give the principal the veto power on applications. His disapproval of an application should, however, be given full weight in determining whether it be finally approved.

The report of the membership committee shows that every teacher in fifty-one of the Brooklyn schools is a member of the Association. The total membership is now 4,003, as compared with 3,525 for the same month last year.

Burton Holmes.

The last two lectures by this world-wide traveler were concerning Switzerland. We have before referred to his ability to portray the scenes the traveler would encounter and thus make a life-like narrative. At first the eastern part

of the country was pictured and described. Scenes among the Alps occupied the canvas; tourists were seen clambering along among the snow-drifts; natives on toboggans rushing down at fearful speed; views of a wonderfully engineered railway; in the Splügen Pass; Lucerne; hotels up among the clouds; Interlaken; up the Rigi; the great Jungfrau; the thrilling ascent of the Matterhorn. The audience witnessing were fairly spellbound.

The last lecture concerned the western part and began with the Falls of the Rhine. There followed a view of Berne and Geneva; Mount Blanc was seen tower-

ing aloft. The wonderful Matterhorn; the electric railway up the Gorner Grat; the village of Termatt; climbing in high altitudes—these are only a few of the wonderful things placed before the audience. It is plain that Mr. Holmes is a born traveler and that he is able to select those things that will give one a good idea of the countries he visits. He has thus made one of the attractive features of the winter season not only in New York but many other cities. They were looked for by those who wish to know about the other side of the world. The lecture closed with testimonials of entire satisfaction.

Educational New England.

Stratton D. Brooks, of the Boston board of school supervisors, has accepted the position of superintendent of the Cleveland public schools. He will enter upon his new duties on Jan. 1.

The teachers of Boston have been asked to forfeit a part of their December salary in order that a deficit accruing for the year 1905 may be made up.

At a conference on religious education held in Cambridge, Mass., on Dec. 7, under the auspices of the New England education league, the chief topic for discussion was:

Should credit be given in secondary schools and for college entrance, to the study—

(a) of history contained in the Scriptures?

(b) of language of the Scriptures, original or versions?

(c) of literature contained in the Scriptures?

A course in forging and other metal work (hammered copper) has been introduced in the normal course of the Sloyd training school in Boston. This is a new departure of the school, and its purpose is to give to students intending to teach in high schools not only an opportunity to acquire skill in the handling of metal, but also to test its value in manual training, as well as to consider methods for its use which shall be in harmony with the educational principles of Sloyd.

State President Cummings, of the Ancient Order of Hibernians, has written to the candidates for the school board in Boston asking them if they will vote for an order to place the study of Irish history on the course of study in the public schools in connection with English history, in the grades where the latter is prescribed.

The Study of English.

Supt. Homer P. Lewis of the Worcester, Mass., schools, recently read an interesting paper on the study of English, before the New England Association of Teachers of English meeting held in Boston. Superintendent Lewis's address represented the report of the standing committee on aids in teaching English. Among other things the superintendent said that a good textbook of English should be based on a number of things. In the first place, a teacher of languages should be vitally impressed with his work and it should not be allowed to become subordinated to other studies. It is also important that a teacher should clearly understand that the proper road to all sciences is by way of languages. The primary function of the study of words is to bridge over the gulf between the abstract and the concrete, and with the development of articulate speech comes the greatest upward movement. Again, every teacher should appreciate the value of language as a means of training. Language, declared the speaker, is the most perfect when it attracts the least attention to itself. Text-books of English, in his opinion, should first be introduced into the fourth year and should assume that the pupil

had been using the English language for several years. The history of words is real poetry. Provisions should be made for the student to do much copying, and the text-book used should embody carefully selected poems. At this point Superintendent Lewis quoted President Eliot as saying that the use of national epics was especially advantageous. Myths, fables, and stories of early heroes undoubtedly should have some place, for they are ethical in their tendencies. One of the chief aids in this work is memorizing suitable selections. These selections, however, should be of such a character as to delight the pupil as well as leave a sound, lasting impression. If there is a tendency to self-expression it should be encouraged.

In concluding his remarks, Superintendent Lewis pointed out that while it was essential that each teacher should own as many text-books as possible, only the best of each should be used to meet local conditions. There is a difference of opinion as to the advisability of using text-books at all, but if they must be used he advises that they should treat rationally the mechanics of composition. They should teach the instructors how to go to work to best put their experiences in writing, how best to express themselves verbally. Teachers should constantly keep in mind the fact that text-books are their servants, not their masters.

The meeting of the association was presided over by Junior Master C. L. Hanson of the Mechanic Arts high school. Among those that participated in the discussion of Superintendent Lewis's paper were Henry L. Clapp, master of the George Putnam school, of Roxbury, and Sara Cone Bryant.

Recent Deaths.

Mr. Mark Pitman, head master of the Choate school, Wallingford, Conn., died on Dec. 3. He had been ill for two years. Mr. Pitman was seventy-five years of age, and from the time of his graduation from Bowdoin college in 1859, he had been a teacher. In 1870 he became headmaster of the Durham academy, Durham, Conn. Later he was made principal of the Woolsey grammar school at New Haven. He founded the Choate school in 1896.

Prof. Ensign McChesney, dean of the College of Fine Arts of Syracuse university, died suddenly on Nov. 30. He was professor of music, painting, and modern languages.

Mrs. W. A. Beer died at her home in Byesville, Ohio, on Wednesday morning, Nov. 15. Mrs. Beer was the wife of Mr. W. A. Beer, who was for some time connected with the United Educational Company.

Miss Evelyn Walker, a teacher in P. S. No. 85, Covert street, Brooklyn, committed suicide on Dec. 5 by hanging herself in her room. Miss Walker was twenty-seven years of age. She had been ill for some time with gastritis and nervous prostration, and her act is ascribed to temporary mental derangement.

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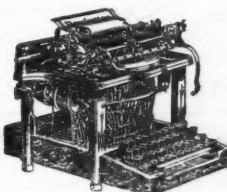
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Big Contract for Freight Cars.

The railroad facilities thruout the United States are increasing to an amazing extent. As an old railroad man once said, the rise and fall of the business conducted by the railroads indicates the rise and fall of the prosperity of the country at large. As a nation then we must be in the midst of an era of prosperity, for never before have so many contracts been placed for railroad equipment. Within the last sixty days the Pennsylvania railroad has placed orders for 41,000 cars. These orders and those given by the New York Central very recently bring the total of freight cars this year up to 225,000.

In order to provide motive power for this additional equipment the railroads have ordered many locomotives.

Sidney Lanier on Florida.

Away back in '77 the poet Sidney Lanier wrote from Tampa, Florida, to his brother litterateur, Bayard Taylor: "What would I not give to transport you from your frozen sorrows instantly into the midst of the green leaves, the gold oranges, the glitter of great and tranquil waters, the liberal friendship of the sun, the heavenly conversation of robins and mockingbirds and larks, which fill my days with delight. I do nothing but 'loaf and invite my soul.'"

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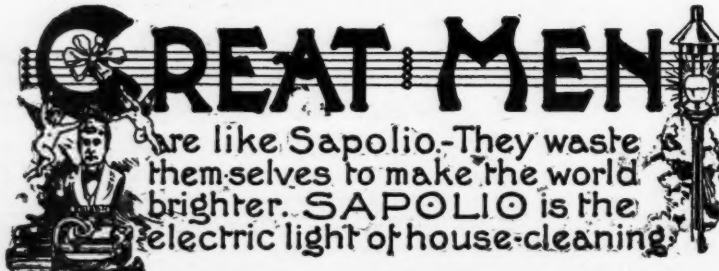
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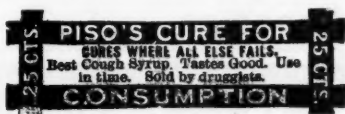
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